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USSR Report

HUMAN RESOURCES

SELECTED COMMENTARIES ON SCHOOL REFORM



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EDUCATION

ADVANTAGE OF SECONDARY URBAN VOCATIONAL SCHOOLS POINTED OUT

Moscow SOVETSKAYA ROSSIYA in Russian 30 Oct 83 p 3

/Article by N. Aitov, professor, doctor of philosophical sciences, Ufa: "Main Evaluation--for Labor"/

/Text/ Among the publications devoted to the school reform the article by M. Rutkevich, corresponding member of the USSR Academy of Sciences (SOVETSKAYA ROSSIYA of 21 September 1983), made the greatest impression on me. It seems to me that the author proposed the most efficient method of strengthening labor education and vocational training in secondary schools, that is, by decreasing the proportion of graduates of eighth grades entering the ninth grade and increasing the admission to secondary urban vocational and technical schools.

It seems to me that the strengthening of labor education should become the main content of the forthcoming reform in secondary education. In principle, there can be many ways of accomplishing this task. At the end of the 1950's an attempt was made to solve this problem through the introduction of vocational training in secondary schools. We know that this attempt was not quite successful. On the other hand, a distinctive "reverse" reaction occurred--schools began to guide their alumni toward entry into higher educational institutions.

One and a half decades ago the author of these lines expressed in the press the thought that secondary education in the existing form was insufficiently effective from the economic point of view. When education was increased by one grade, all the indicators of workers' production activity rose much less than when the length of service was increased by 1 year. At that time the article evoked a reaction as though, in general, it was directed against universal secondary education.

In reality, it discussed the fact that the form of the general educational school was not always justified economically and that secondary specialized education was much more advantageous and proposed that most senior secondary school grades be transformed into educational institutions of the tekhnikum type. Life confirmed the need for this. Educational institutions of the secondary urban vocational and technical school type appeared in our country. They immediately gave a big economic effect! According to V. N. Turchenko's

research data, the output norm fulfilled by workers who completed secondary urban vocational and technical schools is 5 to 6 percent higher, on the average, (yet the length of their production service is still very small!) than that of those instructed by the method of brigade or individual training.

However, it is not only and not so much a matter of economic benefit as of a moral effect. At several Ufa enterprises we asked foremen to evaluate workers according to a number of indicators, including the degree of conscientious attitude toward their duties. It turned out that this evaluation was much higher among workers who came from rural areas. Such a situation is explained simply: From an early age rural children work both on the private subsidiary plot and on the kolkhoz, while, as a rule, mothers do not involve city children even in household chores.

A prolonged--10-year--detachment from productive labor does not sufficiently imbue children with love for work. Of course, it can be said that there are many good interschool industrial educational combines and small plants also operate successfully at individual schools. However, practice shows that the effectiveness of training at interschool combines is not always high. Low categories are conferred, the choice of occupations is narrow and no more than 10 percent of the graduates later work in the specialties acquired here. In my opinion, the situation that existed with respect to industrial training in schools at the end of the 1950's now exists on an interschool basis. Individual school plants have success owing to the fact that, usually, truly dedicated people ready to shoulder all conceivable and inconceivable organizational cares are in charge of things. It would be naive to expect that we will be able to provide every school in the country with a hero director.

Specialized, well-equipped mass secondary urban vocational and technical schools operating at the base of large industrial enterprises--this is where, in my opinion, occupations can and should be taught and love for work can and should be cultivated! People can say that this is expensive. However, let us take into consideration that the present "cheapness" of school training resulted in the fact that in 1980 a total of 41.2 percent of the secondary school graduates (according to the data cited by M. Rutkevich) came to industry untrained. Every year millions of people cross the threshold of maturity, having quite a great deal of knowledge, but hardly any skills. We have already seen that graduates of secondary urban vocational and technical schools work 15 percent more productively than self-trained workers. It would seem that an increase in labor productivity through technical progress will cost much more than the construction of new secondary urban vocational and technical schools

There is also another aspect to this matter. Numerous sociological investigations conducted in the country's various corners show that, as before, 70 to 80 percent of the secondary school graduates dream about entering higher educational institutions. But, as is well known, only one-fifth of them do, while the rest are forced to go to work, considering themselves as undergoing a life failure or even a disaster. One is amazed at the sad arithmetic: Almost two-thirds of the "current" flow at plants and factories are young workers with a length of service of up to 2 years. It is no secret that the economic damage in the country from "drifters" totals billions of rubles and

the "contribution" of recent school graduates to them is not at all small--about 70 percent of the total amount of losses. Meanwhile, the distribution of graduates of eighth grades primarily to secondary urban vocational and technical schools would have led to a much more realistic vocational guidance of youth.

What percent of the eighth graders should go to secondary urban vocational and technical schools? M. Rutkevich believes that about 70 percent. It seems to me that this is a slightly exaggerated figure. Apparently, up to 40 percent of the graduates of eighth grades should enter secondary schools. Then higher educational institutions will be able to select applicants. Those who do not pass the competitive examination can work where training at a higher educational institution, tekhnikum or even secondary urban vocational and technical school is not required. In principle, in every city graduates of eighth grades should be distributed in accordance with the city's real needs for personnel with different skills (with due regard for the migration of young people to and from cities in connection with inclinations for different specialties). The method of planning such a distribution with formulas for calculations has already been developed.

However, the question arises as to who will carry out such planning if the Ministry of Education, the State Committee for Vocational and Technical Education and the Ministry of Higher and Secondary Specialized Education, which now often appear as "competitors" in the fight for the enlistment of eighth graders, are responsible for universal secondary education? In this competition urban vocational and technical schools, where there is a constant shortage and to where the most "restless" and "difficult" groups from schools are sent, are in the most disadvantageous position.

I agree with M. N. Rutkevich: The idea of the establishment of a single USSR Ministry of Secondary Education, which would be in charge of general educational schools, vocational and technical schools and tekhnikums, suggests itself. First, it could impartially draw up plans for the development of secondary education on the basis of the real needs for personnel. Second, since its city and rayon divisions (in contrast to present rayon and city divisions of public education) would be responsible not only for schools, but also for tekhnikums, the latter would not be in the position of "stepchildren" picking leftovers from the tables of secondary schools. Third, it would be possible to control the implementation of universal secondary education. After all, the person dismissed from a tekhnikum is of no concern to the rayon division of public education, or to the city division of public education. This person is "alien" to the Ministry of Education. Fourth, the unification of management in the same hands would make it possible to see to it that the content of education is the same in schools and tekhnikums. We have not yet attained this.

Of course, such a distribution of graduates of eighth grades can be made essentially in cities alone. In the overwhelming majority of rural settlements (except perhaps individual large rayon centers) it is impossible to simultaneously have a secondary school, a tekhnikum and a vocational and technical school. Here, apparently, the problem of vocational training and labor education of youth can be solved by transforming secondary schools into rural

secondary vocational and technical schools. However, we believe that it is necessary to attain a quality of general educational training that would give rural youth the possibility of entering higher educational institutions. At the same time, we must try to organize vocational training in agricultural specialties in secondary schools in such a way that it is not inferior to training in rural vocational and technical schools. Of course, many of those who acquire occupations of machine operators in schools will go to cities. However, this, too, is not labor spent for nothing! Every year several million city dwellers go to kolkhozes and sovkhoses and perform unskilled work here. At the same time, former graduates of rural schools could be used as machine operators.

I repeat, in my opinion, labor education, apparently, is the chief thing in the forthcoming reform in secondary education. However, its implementation demands that we give thought to the system of organization and management of secondary education.

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CSO: 1828/97

EDUCATION

SHORTCOMINGS IN UNIVERSITY SYSTEM OF TEACHER TRAINING NOTED

Moscow UCHITEL'SKAYA GAZETA in Russian 19 Nov 83 p 3

/Article by B. Erdniyev, docent, Elista: "Specialist Without Occupation"

/Text Most university graduates work successfully in the national economic sectors for which they have been trained. But this cannot be said about those assigned to schools. Thousands of young teachers with university education do not appear at places of work and even more leave schools during the first years.

This happens not because at one time they made a mistake in the choice of their profession. Nor do mercenary considerations make young specialists leave schools, but the deficiency of professional knowledge. In our opinion, the acuteness of this problem lies in this.

The shortcomings in the university system of teacher training have now become obvious. First of all, they are noticeable at newly organized universities.

In fact, one-tenth of the time allocated for the study of school subjects at pedagogical higher educational institutions is allotted here. At pedagogical institutes two pedagogical practices are conducted in the third and fourth courses, while at universities, only one and at the end of studies--in the fifth course. Few are disturbed by the fact that universities do not train for a specific profession, but allegedly for a "purely scientific" activity. Specialization is carried out through the system of so-called specialized courses, which are offered in the third to fifth years. Their content is often accidental and can be determined, for example, by the keen interest of the instructor himself. Specialized courses are approved by the faculty (not even by the university).

The curriculums of the university specialty "2013" hardly allocate time for the acquisition of professional pedagogical knowledge. Moreover, it has the general and vague designation "mathematician instructor," while in pedagogical institutes a similar specialty is designated specifically and unambiguously: "2104. Teacher of mathematics in secondary schools." This is how the difference between the two systems of training of pedagogical personnel begins.

Sometimes people say: One must be born to be a teacher. Nature did not endow everyone with the ability to be an educator, an "engineer of human souls." Meanwhile, teaching is a mass profession. One is not born a pedagogue, but is trained for this. Let us recall the wise advice of Stanislavskiy, who said that, if there was little talent, the technique of work had to be developed, that is, time on training in professional skills must not be spared.

The search in universities for a "full involvement" in purely scientific knowledge performance led to an underestimate of the study by pupils of the methods and techniques of pedagogical work. Incidentally, at the same physicomathematical faculties of pedagogical institutes a great deal of mathematics is also studied, but mathematics purposefully selected for the needs of the professional teacher.

With regard to the "full involvement" in small universities it has its serious problems. In the overwhelming majority candidates of sciences head departments of mathematics, physics and others. Naturally, the level of their training also determines the level of specialization of graduates. To what this leads can be seen from the following fact. The faculty of physics at Kalmyk University does not have a single doctor of sciences. Nevertheless, the faculty was able to "turn out" more than 300 "specialists in theoretical physics." Of course, not a single of those that took the course in specialization received a job in his specialty. None of them was even accepted for graduate studies (small higher educational institutions send students manifesting a special inclination for "pure" science for "further study" to Moscow State University and Leningrad State University).

We will not exaggerate if we say that small universities attain neither true specialization, nor professionalization. As a rule, there are no departments professionally aimed at schools (methods in literature, methods in physics and so forth) at universities. The consequences of such an isolation of the teaching process from its aim were not long in manifesting themselves. Former school teachers hardly remained at the departments of pedagogical faculties of universities. Yet they, like no one else, can train teaching personnel. Of course, nor is research in pedagogy and didactics conducted at these departments.

The theoretical and practical material so necessary for the mastery by the future teacher of his profession is truly immense. There is the USSR Academy of Pedagogical Sciences and dozens of dissertations on teaching problems are defended. Pedagogical journals and monographs are issued. Various versions of experimental textbooks and programs have been published. Teachers, psychologists, academicians and ministers write about problems concerning the science of education. The subjects of pedagogical theory and practice are inexhaustible. School life constantly gives rise to urgent, new tasks, which must be accomplished by new generations of talented and competent teachers. At last, the school reform is in the offing!

Strange as it may seem, however, all this invaluable information capable of helping the formation of the future pedagogue, essentially, remains outside the attention of the student at the pedagogical faculty of a university. It

becomes clear why many of them, having finished universities, avoid teaching work. We simply push them, who did not learn how to swim, into water! A young man unable to enjoy the rights given to him by the diploma that he receives--who wants to be in such an ambiguous position at the very start of his life?

One hundred years ago academician Ostrogradskiy wrote about the teacher's right "at least to know no more than he should teach, provided that he possesses this knowledge in its completeness with all the details that can be imagined and with all the possible direct suggestions." Now by no means everyone that has graduated from a local university feels that he has Ostrogradskiy's "least minimum."

With what special professional labor the university graduate will earn his daily bread should be the determining principle for university programs and curriculums.

Life has not found a solution for this problem. In a number of small universities there are medical and agricultural faculties. The fact that curriculums for them have been prepared by employers--the USSR Ministry of Health and the USSR Ministry of Agriculture--has proved to be sensible. The effect is convincing: Physicians and zootechnicians are better prepared for their encounter with life! One will not find in these sectors graduates who do not arrive at their jobs or give up their professions, whereas this phenomenon is widespread among university trained pedagogues.

Unsuccessful teacher training based on the curriculums of the USSR Ministry of Higher and Secondary Specialized Education has already been discussed for a decade. It is time to give thought to the possibility of developing, together with the USSR Ministry of Education, curriculums for the pedagogical faculties of universities.

The problem discussed by us is one of those cases when a correct management decision will immediately result in a considerable saving of funds. Here is an example. Universities were established at the base of pedagogical institutes in a number of oblast centers. However, after bitter experience demonstrated that according to university curriculums it was impossible to provide regional schools with teachers, small pedagogical institutes were again organized in parallel in some cities, which, of course, required substantial expenditures, not to mention other negative aspects of such a "neighborhood."

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EDUCATION

RETURN TO CREATIVITY IN EDUCATIONAL WORK URGED

Moscow IZVESTIYA in Russian 23 Nov 83 p 3

[Article by V. Svirskiy, pedagogue: "To Have One's Own Opinion"]

[Text] The article "What Kind of Teacher Is Needed Now" by A. Boborykin, rector of the Leningrad Pedagogical Institute (IZVESTIYA, No 281/282, 1983), led me to thoughts, which I would like to share with IZVESTIYA readers.

The reasons for the turnover of teaching personnel are usually attributed to overcrowded classrooms, difficult working conditions and the lack of free time. It is also said that the worst leave. If it were only so! We must not deceive ourselves, because the best also leave--those that do not think conventionally, who in word and deed try to demonstrate that the pedagogical profession is creative and requires an appropriate attitude toward it. Unusual people that is, those that schools now need like air, leave.

Those hurt by regulations, petty tutelage, rebuffs and narrow minded sermons leave. Those offended by inspections, which sometimes take place with the slogan "this does not coincide with my experience, which means that it is unnecessary." In order to seriously inspect the work of the serious teacher, it is necessary, as a minimum, to be able to value genuine education and intelligence and to have the desire to please him in order to reach the spiritual wealth of the inspected person. No such thing! Do you have technical aids? No? Minus! The room is not decorated? Another minus! Ah, you don't have a plan for self-education?!

Plans for self-education! The height of bureaucratic pedagogical thought. Indulgence for everything that is incorrigibly lazy and formal. How is it possible to imagine a teacher, who is not constantly engaged in self-education! To try to regulate and control this necessary part of his work means to transform it from a natural need into a cheerless duty. Is this not blasphemous? However, if the inspector is a bureaucrat, then, of course, this is more convenient.

I am convinced that schools need well-organized information on methods, not a persistent introduction of certain methods. These are different concepts. Let us take technical teaching aids. It is written black on white: "A modern lesson is inconceivable without the use of technical teaching aids." It is conceivable! And how! I remember how during one inspection a brilliant

mathematics teacher, whose students invariably were winners at olympiads of all ranks, gave the following answer to the question as to what technical aids he used: "You know, I like dry chalk, preferably a wet rag and a fresh head." The teacher's head... Scientists will develop dozens more clever machines. But all of them will be of use only to the pedagogue that is able to think and pick out those that suit precisely him.

The appeal "do as I do!" is good for a military manual, but in pedagogy it is different: Know how others do it, but do it in your own way! Sameness and creativity are two incompatible things. A woman cannot instruct another woman to give birth to her child. A teacher cannot instruct another teacher to give birth to his method. A sign of equality cannot be placed between hack-work and creativity. Teachers should not be trained to use someone else's discoveries obediently and thoughtlessly.

Yes, apparently, not everything is all right in our school kingdom if, with the presently existing criteria of evaluation of pedagogical labor, the thinking pedagogue, the philosopher pedagogue and the pedagogue with his own point of view are figures often evoking suspicious attention.

Of what do we mostly accuse teachers who do not yield to equalization? Of a lack of modesty. I would very much like to remind all the accusers of the report that the great Suvorov made about one of his generals:

Shy in battle!

Don't we have too many such shy people in schools? We need pedagogues, who permit themselves the immodesty of upholding the right to their own methods, creative search and creative errors and who actively resist the pressure of conventional pedagogical thinking.

To give back the teaching profession its creative principle--in the broadest sense of the concept--in this I see one of the tasks of the modern school. This is not a good wish, but the requirement of life itself. Whereas before the era of the scientific and technical revolution creativity was the privilege of few, now society needs creatively thinking steelworkers, physicians, drivers, builders, farm workers, agronomists, turners and, of course, pedagogues.

To teach how to think is perhaps the most urgent task of schools. It can be accomplished only in an atmosphere of creativity, that is, a clash of different views. Ancient philosophers stated that, if opposite views were not expressed, there was nothing from which to select the best. Academician P. L. Kapitsa expressed himself on this score even more definitely: When in some science there are no opposite views, such science is headed for the graveyard.

What graveyard silence reigns in the textbooks of the humanities group! Articles by Pisarev arguing with Belinskiy? Why! How is it possible! This will cause a turmoil in students' minds! Pisarev about "Groza" /Storm/? Then what about Dobrolyubov's position? Pushkin about Chatskiy? No matter what is permitted to the genius, soon you will propose that Tolstoy's views of Shakespeare's creativity be discussed in the classroom! Only what has already been

formed and settled can be presented in schools! Is it not because of this that even in the course of so-called debates our children often come out not with their own thoughts, but with cribs, on which it is written "what has already been formed and settled." I am not talking about lessons.

It would seem that heaven itself gave Pisarev to our methods of literature. Did it really give only Pisarev and only to the methods of literature? What Pisarev said about Pushkin and Ostrovskiy and Tolstoy about Shakespeare does not take away from Pushkin, Ostrovskiy or Shakespeare, but, conversely, helps to have a more serious and, what is most important, conscientious attitude toward the creativity of great artists. And what is no less important: In order to be able to defend his point of view, the student will be forced to read a literary text and not make do with an article in the textbook. In the meantime, one can still hear at lessons: study from here to here, memorize, learn by heart.

Why should we be surprised by the fact that by no means the most capable part of youth goes into pedagogy? Those who assume that only material considerations make many young people bypass pedagogical higher educational institutions are not right. Another thing, that is, a set pattern, alienates them. It is a sad fact that, when "Chelovek v futlyare" /Person Who Keeps Himself in Cotton Wool/ is studied, ninth graders exchange meaningful glances. Of course, it is possible to remove this story from the program. But, one will agree, it is more useful to reflect: How, when and why did pedagogy begin to avoid complex problems? Why is it frightened even by the mention of contradictions in our life? Contradictions do exist. It cannot be otherwise in a live, developing society and in the constantly changing world. Not to hide, not to efface these contradictions, but to uncover and explain them and discuss methods of getting out of these contradictions and the role that every specific person can play--this is one of the main tasks of the teacher and educator. Otherwise, we create another, perhaps the most painful, contradiction, that is, between the instructor's word and real life.

Let us recall Belinskiy's thoughts (incidentally, expressed in an article recommended for eighth graders): "... There is nothing more useless and even more harmful than admonitions, even the best, if they are not supported by examples and not justified in the student's eyes by the totality of the reality surrounding him." Doesn't the party urge us to consider reality soberly?

The kind of teacher that is acutely needed by modern schools cannot be created neither by good wishes, nor by a fundamental change in the training of specialists in higher educational institutions, nor even by a reduction in his load. His free time will be spent on additionally sitting in front of a television set and the creative mood acquired in a pedagogical institute will be tracelessly dissolved in the atmosphere of secondary schools if they remain "narrow minded."

Good initiatives will give a positive effect only if the teacher is put under conditions making it impossible for him not to work creatively and for the student not to study creatively.

For this it is necessary to revise a great deal. It is necessary to change the criteria of evaluation of teachers' labor and, instead of the gloomy monologue textbooks aimed at memorizing, to devise fascinating and developing dialogue textbooks stimulating creativity. People possessing a special talent--the talent of an author of a school textbook--should write them. What is the essence of this very rare gift, the gift of a popularizer writing for children? He should be able to glance at his labor with the eyes of a young reader. The author of a textbook should be interested not only in what students should think, but also in what they think.

Do you remember how Rasul Gamzatov lost his friend? This is a very instructive story. A young boy came to him with a request to find him a job as a poet. He brought a reference from a friend from the rural soviet. It stated black on white: The bearer of this note is a worthy candidate to become a famous Dagestan poet.

Fortunately, poets are not appointed in this way. But what about authors of school textbooks? Of course, there is a saying: "Gods don't bake earthenware pots!" But I am deeply convinced that it depends on the pots--gods bake the good ones!

11,439

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EDUCATION

SYMPOSIUM ON PSYCHOLOGICAL SCHOOL SERVICE HELD IN TALLINN

Moscow KOMSOMOL'SKAYA PRAVDA in Russian 3 Dec 83 p 2

[Article by T. Yakovleva, special correspondent of KOMSOMOL'SKAYA PRAVDA, Tallinn-Kokhtla-Yarve: "Psychologist Knocks at School's Door"]

[Text] "A Psychologist in a School?" My acquaintances asked me repeatedly, having learned about the symposium to which the editorial department was sending me on a mission. "Is there really such a thing?"

The first phrase by R. Virkus, rector of the Tallinn Pedagogical Institute imeni E. Vil'de, who opened the all-Union symposium devoted to the psychological school service (meetings were held at the institute's auditorium), was just as noteworthy as this bewilderment. "Dear few school psychologists," he said, "and many who are interested in their work!" There was a grain of sarcasm and, at the same time, pure truth in this phrase. Indeed, school psychologists can still be counted on the fingers of one hand. However, another thing is just as correct. Interest in the psychological school service, which is now taking the first steps, is very great. When the map of the regions, from where the participants in the symposium arrived, was shown on the screen in the hall, I saw Leningrad, Komsomolsk-on-Amur, Kostroma, Mozyr, Orel, Syktyvkar, Drogobych, Tashkent and Baku.

However, the bewilderment with which I began was due not only to a lack of information. "Why a psychologist in a school?" the question followed. A psychologist at a plant, a mine, or an institution does not surprise us, but in a school--a touch of unnaturalness, a kind of "redundancy," tautology, is felt in this. By the essence of his work is a teacher not a psychologist? Does the ABC of the teacher's labor not begin from Ushinskiy's precept: In order to educate a person in all respects, it is necessary to know him in all respects.

I must say that the same point of view was also heard in one of the speeches at the symposium. If teacher training were more thorough and profound, possibly there would be no talk about a special psychological service. However, the majority, also considering it necessary to sharply improve the psychological training of teachers, nevertheless expressed another position. The psychological school service (or, as it is called, ShPS) is not patching up holes and not a temporary medication.

Social and scientific-technical progress, facilitating the teacher's labor in some things (for example, giving him technical teaching aids), does not simplify, but complicates, the process of training and education itself. The information explosion, the accelerating pace of life and the consolidation of schools... At one time Makarenko said that pocket money creates an "unpleasant addition" in education. Under the conditions of the increasing well-being it is no longer necessary to talk about "additions," but about the most urgent problem of cultivation of sensible needs. Many clashes occurring in today's schools simply could not arise yesterday. Their analysis and solution require a more profound penetration into the student's world and into the world of the children's collective and a close, scientific fusion of pedagogy and psychology. Not only to teach, but also to educate--this task always confronted our schools, but today the need for a more decisive and fundamental turn of schools to education is felt by all--both pedagogues and parents. The decisions of the June (1983) Plenum of the CPSU Central Committee draw our attention to this.

"The psychological school service is not necessary," Yu. Orn, docent at the Tallinn Pedagogical Institute, polemically sharpened his speech at the symposium, "if schools are directed primarily toward success and discipline and if the development of the individual is only declared." Time requires other guidelines. The formation of a socially active individual and his aims, interests and needs--this is the prism through which one must look at all school work. It is the main focus concentrating the essence (one would think that perhaps it will finally deprive the happily thriving percent mania condemned by all of a basis!). "School tasks themselves are now more psychological," Yu. Babanskiy, vice president of the USSR Academy of Pedagogical Sciences, stressed.

In particular, the first symposium is interesting in the fact that it has disclosed different forms, in which the psychological school service tests itself.

This also applies directly to psychologists working in schools. The "Statute on the School Psychologist" has been developed and is in effect in Estonia (it is not accidental that the symposium is held precisely here--the republic was the first to begin this experiment). There are such specialists in Kiev and Moscow (an experiment under Yu. Babanskiy's guidance was begun at six schools in the capital last year). This also includes the rayon psychological service--within the framework of the same experiment.

A public laboratory of the psychological and pedagogical service has operated in Komsomolsk-on-Amur since 1977. It includes a city consultation center, in which scientists, pedagogues, psychologists and physicians work jointly.

Sometimes psychologists work on a voluntary basis with schools. There is experience in the establishment of such a service not only in schools, but also in a temporary children's collective--in the Kostroma Oblast camp of the school Komsomol Komsorg Aktiv imeni A. Lutoshkin--a famous psychologist and winner of the prize of the Leninist Komsomol. There are forms addressed directly to school children--elective courses and "schools for the young psychologist." In brief, there are many forms and models and, probably, Kh. Liymets, academician of the USSR Academy of Pedagogical Sciences, the soul and initiator of

the establishment of the psychological school service in Estonia, who has said that now, during the period of establishment of the psychological school service, it is important to carefully test every model, is right.

The opinions as to what the direct concern of the psychological school service should be were also ambiguous. Some see in it "first aid," to which people turn in difficult cases. Others find that its significance is not so much in treating these most "difficult" cases as in prevention and assign a more versatile role in the creation of psychological culture in schools as a whole to it.

The contours of the psychological school service showed through in the already available first fragments of the experiment. In school No 30 in Kostroma psychologists on the basis of a creative agreement conducted an interesting investigation of the reasons for so-called monotony, or simply boredom, at lessons. Practical recommendations for teachers and students were the results. In the Kokhtla-Yarve Secondary School imeni Kesler with the help of psychologist L. Kukk it was possible, as pedagogues believe, to more accurately determine the leaders in the student collective. The secretary of the school Komsomol committee has great prestige among the children: "He himself, without a teacher, can hold an audience of 400 people," the school director said. So-called "pedagogical conciliums"—distinctive pedagogical councils with the participation of psychologists—are practised in some schools. Psychologists can give considerable help—and there is such experience—in one of the most acute problems of today's schools, that is, vocational guidance.

However, if the psychological school service is such a good thing, why is it not introduced everywhere and immediately? I foresee the question. This matter—and the symposium showed this clearly—is just as good as it is complex. There is a need for personnel—not simply psychologists, but psychologists especially trained for work in schools. Accurately checked methods of psychodiagnosis are necessary. As A. Petrovskiy, academician of the Academy of Pedagogical Sciences, noted, "setting out into the open sea of research, whose aim is a forecast, it is necessary to have reliable sailing directions." Finally, today the school itself is not yet fully ready to accept the help of psychologists. This was discussed at length at the symposium. Here we again return to the question with which we began: "Is the teacher really not a psychologist?"

Of course, a good teacher is always a fine and competent psychologist. Let us recall A. Makarenko and V. Soroka-Rosinskiy. Let us recall V. Sukhomlinskiy and our contemporaries—Leningrad teachers Ye. Il'in and L. Pavlov, Moscow teachers S. Khoze and N. Mart'yanova, the brilliant Chernigov teacher M. Kertes, whom more than one generation of students remember with gratitude, and many others. However, the practical teacher often acquires psychological knowledge intuitively, with experience.

Every day the mail brings letters about conflicting situations in schools to the editorial department and, unfortunately, very often the sources of these conflicts lie in the teacher's psychological ignorance. Many cases, when the teacher is able to evaluate a class only according to the principle of "good

and bad" and a student, according to how he succeeds in his subjects, were presented at the symposium. "Teacher, become a human being!" P. Blonskiy, the famous pedagogue and psychologist, wrote once. The paraphrase "teacher, discern a human being in the student!" continues to be pressing today. Sad examples of how the teacher uses stereotypes and moralizatic in an evaluation of a phenomenon, not seeing the complexity of the phenomer and not being able to discover its causes, were cited. Therefore, if we give the green light to the psychological school service, we must also begin with more thorough psychological teacher training. The teacher must have a common platform for mutual understanding with the psychologist.

Perhaps it is necessary to begin not even with the teacher, but with the school director. If today the enterprise manager often feels the need for psychological knowledge, can the school director not feel it?

One remarkable detail: In the Kokhtlya-Yarve school, which we mentioned, there is not only a school psychologist, not only the director has great understanding for the role of the school psychologist, but the chairman of the parents' committee, the director of the patronage enterprise and the mine director have diplomas of psychologists. They finished the psychological department in Tartu University by correspondence (incidentally, we would like to note that this year in the competition for this correspondence department there were seven people for one place!). Is this not why there is such a favorable atmosphere in the school? Is this not why the director says about this: "I don't remember having to investigate any serious conflict between a teacher and a student in the last few years."

The psychological school service is not such a simple matter. The experiment evoked by life itself awaits its continuation.

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EDUCATION

IMPROVED VOCATIONAL GUIDANCE FOR PROSPECTIVE TEACHERS NEEDED

Moscow SOVETSKAYA ROSSIYA in Russian 21 Dec 83 p 2

/Interview with Prof S. V. Shulepov, rector of the Chelyabinsk State Pedagogical Institute, by SOVETSKAYA ROSSIYA correspondent: "Recommended as a Pedagogue"

/Text Prof S. V. Shulepov, rector of the Chelyabinsk State Pedagogical Institute, answers our correspondent's questions.

/Question Sergey Vasil'yevich, after the June Plenum of the CPSU Central Committee everyone--parents, teachers, pedagogical scientists and workers in divisions of public education--is talking about the "school reform." However, no reform will be successful if a person in love with his teaching work does not come to the classroom.

/Answer Before entering the school classroom, this person should come to a pedagogical institute or a pedagogical school. Today the problem of the admission and selection of students--future pedagogues--is very acute.

You will recall that SOVETSKAYA ROSSIYA wrote about this. I agree. Unfortunately, we do not always get the strongest school graduates. This is especially felt at faculties of mathematics and physics. Fulfilling the plan for admission to the first course, we accept almost all the applicants to these faculties. At these faculties there is the highest student "dropout" due to failure, especially in junior courses.

/Question But this is natural: A weak applicant is a weak student...

/Answer This is the point, if we judge from school grades, the applicants to institutes are by no means weak. The overwhelming majority have an average certificate score of 4 to 4.5. Alas, the first session shows that the score of many of them, obviously, does not correspond to what is given in schools.

/Question The newspaper receives letters, whose authors express the following doubts: Did we not make mistakes by introducing the indicator of the average certificate score at one time?

/Answer/ This is a subject of a special discussion, but I am ready to share the readers' doubts. When I visit schools and meet our graduates, I know under what moral pressure, primarily parental, the teacher of a graduating class is when the time of presenting certificates comes. After all, the average score is taken into consideration during an entry into a higher educational institution. Is there some connection between the grade, for example, in physics and the desire of a tenth grader to enter a philological faculty? Logically, none. Formally, significant. After all, "threes" in subjects of the natural-mathematical group will lower the average certificate score and can affect admission. One "seditious" thought constantly does not give me peace: Does a person need all the knowledge acquired in schools today in real life? No, we happily forget most of it in a year or two and this does not at all prevent us from mastering our occupations. Probably, we should give thought to a greater differentiation of teaching in senior classes with due regard for the children's abilities, interests and life plans.

/Question/ Including abilities for pedagogy?

/Answer/ Yes. It is difficult to educate a good teacher. For this, among other things, the person must go into pedagogy, to school, by vocation. Today vocational selection becomes important in all spheres and in teacher training its significance increases manyfold. After all, the future of society--its economic achievements, spiritual life and social atmosphere--largely depends on the teacher. To draw capable young people into a pedagogical higher educational institution is a task of exceptional state importance. Today many pedagogical institutes in the country are concerned with this and the Chelyabinsk Pedagogical Institute is no exception. We have established a council for guidance in the teaching profession, by means of which, in particular, we have organized a so-called faculty of the future teacher, where schoolchildren in ninth and tenth grades dreaming about the pedagogical profession receive the first scientific ideas about their future specialty and about the ABC of pedagogy and education.

/Question/ There is also a preparatory department. Sometimes it is called a "workers' faculty."

/Answer/ This form in its present appearance (I will be frank) does not satisfy us. Please recall the initial main idea of the establishment of preparatory departments. It was to intensify the workers' stratum among students (and, therefore, among the future intelligentsia). It was assumed that advanced working youth will enrol in preparatory departments on assignment from Komsomol organizations of enterprises. Unfortunately, this idea has not been implemented systematically. First of all, the "workers' stratum" proved to be highly conditional. After all, in order to have the right to be enrolled in a preparatory department and subsequently enter an institute without a competition, only 1 year of service is needed. Please look at the social position of students at "workers' faculties" and you will become convinced that many of them are children of employees, who "entered" a workers' class for 1 year in order to get into a higher educational institution. Of course, even 1-year work training is not useless for the young person. Nevertheless, you will agree that such an acquisition of a length of service often is reminiscent of an open "turning maneuver."

/Question/ Moreover, there are no guarantees that a good turner or a milkmaid will be able to become a good teacher.

/Answer/ This is the point. When a steel founder enters a metallurgical faculty, this does not evoke any doubts. He knows where he goes and visualizes his future specialty. However, when he submits an application to a pedagogical institute, we and, to be sure, he himself have such doubts. Please understand me correctly, I am not in favor of taking working youth away from the teaching profession. If there is a desire and ability, we welcome them. However, according to the existing instruction we are unable to accept those that have consciously connected their life with educational work--workers at pioneer centers, educators of extended-day groups, school laboratory workers, workers in children's and school libraries, directors of children's technical circles and sports sections at house administrations and so forth--at preparatory departments. We cannot, because all of them, according to their status, are employees. Quite recently an exception has been made for pioneer leaders. However, it has been done with such a significant correction, which, in fact, has canceled it out. Whereas a worker can enter a 'workers' faculty' having a length of service of 1 year, a pioneer leader must work no less than 2(!) years. Now please say why should he enter a workers' faculty and thereby increase the length of his studies by 1 year if, after working 2 years, he has the right of a preferential entry into any higher educational institution?

/Answer/ However, you can also accept without a competition those graduates of secondary schools, to whom pedagogical councils of rural schools and rayons give recommendations as "teachers."

/Answer/ We can. We annually accept 150 to 160 such students through specific noncompetitive admission. After acquiring a specialty, they should return to the rayon that recommended them for studies.

/Question/ Do they return?

/Answer/ I hear a doubt in your question. I will not hide the fact that we also had it. However, we conducted a special investigation and became convinced that 3 years after graduation from a higher educational institution 80 percent of those that were sent to study from rural and mining-metallurgical regions continued to work in their schools.

Today we have decided to go further. This year the institute has proposed the conclusion of standard contracts with 13 rayons in the oblast. According to these contracts every rayon should annually send the number of school graduates necessary for it to replenish the teaching staff for studies. The selection should be made not at the last minute. Capable young people should be selected in advance and guided toward the pedagogical profession. In other words, every rayon should have a long-term (for a number of years) teacher training plan.

/Question/ How did rayon public education divisions respond to the institute's proposals?

/Answer/ Honestly speaking, the enthusiasm could have been more noticeable, although I hope that in the end the agreement will take place. One can understand the heads of rayon divisions of public education: For them these are additional troubles. It is necessary to calculate the long-term movement of the teaching personnel, to guarantee one's candidate a job, to see to it in advance that apartments are built for teachers and so forth. Furthermore, today no one demands from directors of rayon divisions of public education an official report on how many young people are assigned as teachers. Instead another indicator is demanded: How many graduates remained to work on farms after graduation from school. What is there to say--manpower is needed in rural areas. I am only afraid that in the chase after a "good figure" of machine operators and milkmaids remaining on farms we may overlook future talented teachers. You will agree that we need them to no lesser extent.

/Question/ Men teachers, not only women teachers.

/Answer/ Men school teachers--this is an old problem. Unfortunately, it is of the category of those that are only discussed. I recall how several years ago the Central Committee of the Komsomol adopted a decree, according to which the Komsomol should have sent 10,000 young boys to pedagogical higher educational institutions in 2 years. Alas, all this has remained primarily on paper. It makes sense to go back to this good idea.

/Question/ It is well known that part of the graduates of pedagogical higher educational institutions (and not such a small one) cease to be teachers and change their profession...

/Answer/ Unfortunately, the prestige of the teaching profession is now low. It is customary to assume that the material factor is the main one here. Yes, it is important, but not the only one. The search for 100-percent success, as a result of which pedagogues have to make a certain moral compromise, to give undeserved "threes," to forgo professional ethics and so forth, also did great damage to the teacher's prestige.

Despite the satisfaction with the appearance of the graduates of the Chelyabinsk Pedagogical Institute at the places of appointment, I would like to state the following: SOVETSKAYA ROSSIYA has already raised the problem that at present the graduate hardly bears any responsibility for nonappearance at work at the place of assignment. In fact, society gives young people higher education, spending substantial funds on this. It has the right to expect, according to the basic principle of socialism, a significant return from the trained specialist. If there is no such a return, one would think that the young specialist should reimburse society for the funds spent on his education. Such a provision, being confirmed legally, would be fair. Naturally, this legislative act should not exclude purposeful concern for the financial status of the young specialist.

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EDUCATION

PROFILE OF SUCCESSFUL MASTER AT VOCATIONAL-TECHNICAL SCHOOL

Moscow SOVETSKAYA ROSSIYA in Russian 28 Dec 83 p 3

[Article by F. Makhov, candidate of psychological sciences, Leningrad: "Everything That We Know Is For You"]

[Text] It so happens that, recently, I often have occasion to associate with parents of young people who come to study at the vocational and technical school. Strange as it may seem, their fathers and mothers are unified by... fear. It is characteristic that skepticism and distrust often are caused not so much by concern for the future of their children as by anxiety about their present, about the time of study at the vocational and technical school. For some reason it is believed that those "production wants to get rid of" work as on-the-job training masters and those "that have not found a place in secondary schools," as pedagogues. The erroneousness of such a point of view is obvious.

Master and Group

First about the master. Today she is one of the best instructors, chairman of the people's control commission and a young party member. She has a difficult childhood behind. Her parents died early and she had to look after a small brother and sister. She is thankful to her relatives. They did not put her in children's homes, but brought her from Kostroma Oblast to Leningrad. After the eighth grade she entered the vocational and technical school, because she had to become independent.

Today Marina Konstantinovna Solov'yeva is not only an expert at her job, but also a pedagogue and educator. "I don't know how I will live without my girls," she admits. "I have become so strongly attached to them in 3 years. The first graduating class. This is like the first book for a writer, like a firstborn for a mother."

Apparently, the last comparison is especially accurate, despite the fact that the master is only 5 or 6 years older than her "daughters." Just as a thoughtful mother does not separate from her children, so Marina Konstantinovna does not intend to part with her charges. Is this possible? It turns out that it is. A Komsomol youth brigade has been established from the graduates of the 14th group at the house building combine-4 and it has concluded a friendship and cooperation agreement with a group of the first course, which M. K. Solov'yeva takes this year. The older "sisters" have assumed concern for the younger ones.

The fact that this idea was born in the 14th group was not an accident. Everything that is new and interesting is picked up most quickly here. Both the girls and masters cannot do without invention, fantasy and initiative. It is precisely the sense of the new that makes the 14th group the school's distinctive visiting card: Look what we are! When I saw this photograph, honestly speaking, I was slightly perplexed. It seemed that in the group picture there were no students of a vocational and technical school, but elegant, confident stewardesses of international airlines: well-fitting dark blue suits, dark blue side caps and stripes. "Well, what do wings have to do here?" I asked in surprise, seeing aviation emblems decorating the uniform suits of the girls, who were soon to become plasterers and painters. I asked and stopped short, hearing Solov'yeva's answer: "Because we have wings of inspiration. Some people crawl through life, accommodate themselves, operate in a shrewd way and acquire, while others live as though they fly. They are happy, because of love, friendship and interesting work. Incidentally, we mostly work at a great height. That is why we chose wings, or more precisely, a propeller, as an emblem of our group."

How a Teacher Is Born

"Probably, the most difficult thing for Marina Konstantinovna was to establish and unify the collective," Natasha Ponomareva, commander of the group--the master's closest assistant and an indisputable authority in the 14th group--said. I asked Solov'yeva how she picked her assistants. Marina Konstantinovna smiled:

"Look before you leap--this is my main principle. For example, many masters believe that a group should be headed by a strong, stern individual capable of subordinating others with his will. But for me Natasha's candidacy was determined primarily by the degree of her moral authority with her colleagues. I closed my eyes to the fact that after completing the eighth grade she had six 'threes' and only four 'fours.' For me another thing was important--her principled nature, honesty, industry, ability to demonstrate and defend her point of view and good organizational capabilities. I was not mistaken--the girl became both a formal and informal leader in the group. During all the 3 years Natasha Ponomareva was my support and my right hand."

Another pedagogical principle of master Solov'yeva: To be supported by parents. However, who does not know that this is very important in the process of education? This is common knowledge, but how can one lean on parents if they live hundreds and sometimes even thousands kilometers away?

The master of the 14th group can. She knows the first names and patronymics of the parents by heart, remembers their birthdays and the dates of their silver or golden anniversaries. True, it is easy to remember them: Anniversaries occur infrequently. The point is that only 5 out of 16 girls live in completely intact families. The rest have come from broken homes. What silver anniversaries! Marina Konstantinovna has to be not only a master, but also an older sister. One day Galya brought a letter with the information that her father left home, abandoning her mother and a small brother. What can one say to this? Marina Konstantinovna embraced Galya, wiped away her tears and took

her to the ice cream parlor on Narodnaya Street. "Let's go, I will tell you about my life. Perhaps it will become easier for you." And it becomes easier for the girl, although, of course, she will not get back her father. What's next? She has to write a good, warm letter to Galya's mother, about her daughter's success, her good character and new interests. The master does not spare time on these letters, sometimes staying up long past midnight. Perhaps because she herself lost her parents early, she especially acutely understands that mothers rejoice at such letters.

The 14th group decidedly refutes the opinion that "stylish girls" dressed "for appearance, constantly holding a cigarette in their mouths," are now "in vogue." In 3 years the girls performed a true revolution in the area of fostering feelings in the boys at their school. Whereas in the first and second courses one could hear some boys calling Marina Konstantinovna's charges "touch-me-nots," "plastering stewardesses" and "painting artists," at the end of the third course the boys' opinion changed radically. To be friendly and see a girl from the 14th group became not only "prestigious," but, most importantly, reliable and promising, if one considered family life. Where did I get this? I talked with the boys that graduated from the school. I read letters written by M. K. Solov'yeva's "sons-in-law" who were in active military service.

Glance at the Future

I do not want to create the impression that everything is so easy and smooth for Solov'yeva. This ease is imaginary. Friendship and mutual understanding with each of her wilful girls required a great deal of physical and spiritual effort.

There were also difficulties and mistakes. In her opinion, the main one was that at first she was unable to be impartial. She became attached more strongly to some, forgave more often others and shared more with others. "There must be no pets!" This is also one of her precepts. In my opinion, her pedagogical talent is manifested in the fact that she has to become fully involved with her students. She has to give them everything that she has--everything that is dear, necessary and interesting to her. By stirring their enthusiasm, she herself becomes more enthusiastic, trying to connect any measure, any discussion (be it a talk about physiology and psychology of marriage, or preparation for a tourist hike along the Karelian Isthmus) with tomorrow.

Three years ago she found four girls from her group at... the railroad station. She came to the Moscow Railroad Station at the end of August and began to complement her group, seeking those who, not finding happiness and success in Leningrad, intended to go back under the wings of their mothers. It was not difficult to find them. "Everything was written on their faces--confusion, sorrow and ruin of their hopes," Marina Konstantinovna said.

She found them, told them about the school and, as though hypnotizing them, took them along with her. Today all the four have completed the school and have remained to live and work in Leningrad (their dream has been realized after all!).

Today Marina Konstantinovna does not need to find students. The new group has long been complemented. Her graduates have brought "recruits" to the school. Marina Konstantinovna sees this alliance as follows: patronage-tutorship, joint participation in amateur art activities, sports contests, viewing of performances and, of course, joint preparation for holidays--anniversaries, weddings and birthdays; in brief, as in a big friendly family.

Today M. K. Solov'yeva together with school director A. V. Akimov think about how to establish interoccupational and interproduction contacts with young people from other vocational and technical schools. There are three goals here: To look at others and to show themselves; to find new friends and, perhaps, even loved ones; to establish mutual assistance according to the following principle: Everything that we know is for you and everything that you know, for us. This can look as follows: The secondary urban vocational and technical school No 98 undertakes repairs and some construction work, sewing industry workers, for example, sew suits for amateur art activities, radio technicians help to equip the radio relay center and so forth. Mutual assistance, cooperation and collectivism. Why not the "promising lines," about which A. S. Makarenko talked at one time?

The girl students are the glory and happiness of Marina Konstantinovna Solov'yeva, on-the-job training master at the secondary urban vocational and technical school No 98. They become her friends and every year there will be more and more of them. This means that life will become even more interesting and brighter.

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EDUCATION

RESEARCH OPPORTUNITIES FOR SCIENCE SCHOOLTEACHERS URGED

Moscow SOVETSKAYA ROSSIYA in Russian 6 Jan 84 p 3

/Article by Z. Gel'man, candidate of chemical sciences, teacher, and G. Kreydlin, candidate of philological sciences, teacher: "We Vote for Research" /

/Text/ In our opinion, schools acutely need research teachers. In other words, they need scientists.

Today's schoolchild can and should solve educational problems of a research nature. The development of methods of formulating and solving such problems is, of course, painstaking. Nevertheless, the main difficulty does not lie in this. There are many conscientious and truly dedicated teachers in schools. Such teachers have always been and will be its support. However, the teacher setting research tasks before students should possess another very important quality--he himself should be a researcher.

Methodological scientists and specialists in school pedagogy and child psychology give considerable help to pedagogues. However, it seems that this help could be much more efficient. When one reads a book with recommendations on methods of conducting lessons, or a pamphlet from the series "V pomoshch' uchitelyu" /To the Teacher's Aid/, one is surprised at how removed the author is from teachers' needs and from the realities of our schools. Why does such a literature without an address appear? Obviously, the main reason lies in the fact that the authors of many such works have not worked in schools for a long time, or, which also happens often, have not worked at all. On the other hand, however, teachers' scientific work in schools is in no way encouraged. Who will not be surprised at such a sad fact: Candidates of pedagogical sciences working only in the system of the Academy of Pedagogical Sciences are registered in the subscription department of the Scientific Pedagogical Library imeni Ushinskiy. For some reason the access to the subscription department is closed to teachers who are candidates of sciences.

The status of the teacher, who is a candidate of sciences, in school is unenviable, not in the sense of the attitude of his colleagues, or, contrary to expectations, of his students toward him. Everything is all right here. Another matter is involved. It turns out that the paths for further research are essentially closed to the teacher that has an academic degree. This especially applies to teachers having academic degrees in the fields of physics, mathematics, chemistry, physiology and so forth. What is there to say if a

teacher cannot deposit an article, or perform the simplest act of expert examination (the latter is necessary for the publication of most works). It would seem that the way out suggests itself--to enable teachers to attach themselves to appropriate higher educational institutions or scientific research institutes. But this is not so simple. For some reason everything depends here only on the decision of the director of a scientific subdivision.

A scientist in school is a necessary link between school and science, school and production. Collaboration between the teacher and student and often mutual enrichment with ideas make training and educational work in school and, at the same time, as this now often happens, science fertile.

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EDUCATION

SINGLE SYSTEM OF VOCATIONAL GUIDANCE FOR YOUTH NEEDED

Moscow SOVETSKAYA ROSSIYA in Russian 11 Jan 84 p 1

/Article by V. Belkin, doctor of economic sciences, professor: "The Path to Workers' Occupations"/

/Text/ When people ask why the need for a new school reform has arisen, they inevitably arrive at the realization that, essentially, its implementation means bringing school closer to production, which we do systematically.

The need for such a rapprochement is dictated at least by two circumstances. The first, which is openly discussed in the draft of the CPSU Central Committee "Basic Directions in the General Educational and Vocational School Reform," is the ennobling effect of labor training on youth. Labor education fosters a conscientious attitude toward studies and promotes a civic, moral and intellectual formation of the individual and the physical development of the young person.

Second, the fundamental changes that now occur in industry, agriculture and other sectors of our economy require the influx of competent workers oriented toward conscious labor and ready for it. By the time the reform's basic ideas begin to be realized, that is, after one or two five-year plans, scientific and technical progress will enter a decisive stage and this need will not only fail to diminish, but will become especially acute. In order to be ready for this, many problems will have to be solved in the course of the reform and its further development.

An efficient utilization of labor resources in the national economy is one of them. It is well known that in the next few years their natural growth will be reduced significantly. Therefore, the problem of a careful attitude toward existing reserves, in particular youth, which is the main and for some sectors and regions the only source of manpower growth, arises with all its acuteness.

The main landmarks, from which the path to workers' occupations begins, are well known. They are labor education in schools, instruction in vocational and technical schools and training of young workers directly on the job. In my opinion, they must be viewed in unity, overallly, as an interconnected system of education, labor training and formation of working personnel with different skill levels. A number of problems, which we intend to discuss, exist here.

It must be said that recently, when making their plans for the future, school graduates more and more often have chosen workers' occupations. These shifts have not occurred by themselves. Behind them there is extensive work on vocational and social guidance of youth. A wealth of experience in such work has been accumulated in some schools. Nevertheless, the achievements of school labor detachments in localities near Moscow and Ivanovo Oblast, student brigades in Bryansk and Belgorod oblasts and school forestry sections in Bashkiria and Krasnoyarsk Kray have not become known to all. It seems to me that the development of labor associations of schoolchildren in industry and agriculture is hampered owing to the lack of all-Union legal documents and methodological guides on the organization of students' productive labor. Numerous instructions protect schoolchildren from the labor of metallurgists, miners, metal workers and machine operators. Interschool industrial training combines reorganize their work slowly. Most of them, as before, continue to train young men and women for the occupations of programmers, radio installers and operators, forgetting that industry does not yet have a special need for them.

This often happens, because schools are not yet sufficiently informed of the occupational skill needs of the national economy and its requirements for today and tomorrow. It is clear, however, that this is not only their concern. There is a need for a single system of vocational guidance of youth, in which all types of educational institutions jointly with enterprises should participate. Obviously, substantiated methods of determining the needs for specific occupations and the suitability of various people for them would be useful here. Such practical experience existed in the country. In the 1930's the first experiment in vocational guidance was set up and the Central Institute of Labor and other institutions operated. The first vocational consultation center in the country was established on V. M. Bekhterev's initiative in Leningrad. Later such centers appeared in Moscow, Kharkov, Kazan and other cities.

Unfortunately, this experience is now studied and utilized inefficiently. We ought to pay much attention to the practice of some socialist countries, in particular the GDR, where managers of enterprises and of cooperative boards and economic bodies consider vocational guidance the most important means of providing production with working personnel. Special workers are assigned for its implementation. They establish contacts with the rayon council and schools, supply them with handbooks and data on occupations, hold discussions with schoolchildren and organize excursions of students and pedagogues to enterprises. All the work on vocational guidance in the GDR is coordinated in a centralized manner with ministries, departments and public organizations. Their specific interest and real assistance to schools make it possible to implement the unity of education and labor training and the combination of knowledge with productive labor.

Along with the utilization of Soviet and foreign experience it is also useful to introduce the principle of productive training on the basis of student "school-plant" associations into pedagogical practice. It would be good to see to it that the necessary conditions for labor training are created in all schools and to equip shops, study classrooms and testing areas. It would be correct to extend the right to the title "RSFSR Honored Teacher" to labor

training teachers and supervisors of students' production practice and to reward especially outstanding school workers with the badge "Shock Worker of the Five-Year Plan" and "Winner in the Competition," as is done for production brigade teachers. I am confident that all this will enable schools to better fulfill their role as polytechnical general educational institutions.

In the last few years the network of vocational and technical schools has increased considerably and their role in the training of skilled working personnel for the country's national economy has risen. However, here too there are problems. Despite the general increase in the training of personnel in schools, the provision of the service sphere, construction and other sectors intensively developing in the last few years with them is insufficient. Some ministries either do not plan school construction at all, or do this with a great delay. At the same time, a strange pattern is manifested. Whereas quite many vocational and technical schools have been built in the European part of the USSR, they are not in favor beyond the Urals, where the shortage of manpower is felt especially strongly, to this day. It is not surprising that the problems of provision of the national economy with skilled personnel are not solved here year after year. Changes are very timidly introduced into the system of planned deliveries of new equipment to schools. It is quite obvious that vocational and technical schools should be provided with new equipment earlier than base enterprises so that, when it appears here, the worker would be ready to service it and would not be retrained in the process.

And another problem--how to create mutual interest on the part of enterprises and vocational and technical schools in each other, which means, in the accomplishment of state tasks as well. Today an enterprise does not have to be especially concerned with providing its vocational and technical school with everything that is necessary and a school, with the quality of training of future workers. They have no direct interest in the results of work of each other. It would seem that the relationships between the enterprise and the school providing it with personnel would be quite different if they were based on cost accounting.

The enterprise pays the school from its profit for training workers in the necessary occupations. It is clear that, when things are organized in this way, a work place is prepared in advance for every graduate of the vocational and technical school and conditions for retraining him and for his occupational growth are thought out. The school, consciously fulfilling contractual obligations, receives money, which is used to purchase modern equipment and materials, to improve social and domestic conditions and to repair buildings.

Finally, let us examine how workers are trained directly on the job. This is the most acute problem. Whereas recently the general educational level and occupational skills of workers at individual production facilities have risen somewhat on account of graduates of base vocational and technical schools, vocational and labor training of personnel in the localities leave much to be desired. I have occasion to constantly study the state of affairs at enterprises and, according to my observations, about 75 percent of the cases of rejects and up to 30 percent of the breakdowns of equipment occur through the fault of unskilled workers.

It is well known that on-the-job training of youth still remains the most widespread (about 70 percent) source of replenishment of labor resources. Unfortunately, for years enterprises have been training narrow specialization workers, so-called operators. Many try to justify this form with references to one-time production needs. To what does such an approach lead? It costs an enterprise nothing to shorten the period of training and to hastily give a category to a young worker, but then everyone notes with surprise production losses: rejects exceeding all permissible limits, breakdowns of equipment and futility of the efforts to increase labor productivity and the quality of output. As a rule, young workers do not cherish an occupation that does not give them profound labor skills and know-how and easily part with it and at times with the enterprise as well. The reasons for the turnover of young people often also lie in the fact that many plants, in contrast, for example, to the Moscow Motor Vehicle Plant imeni I. A. Likhachev, the Volga Motor Vehicle Plant and other advanced enterprises, pay little attention to the occupational growth of young workers. Meanwhile, many principles, methods and systems ensuring occupational skill advancement have been developed in the country. Utilizing them, it is possible to create all the conditions for the worker's growth within the framework of the occupation of the machine operator, builder and fitter. Getting the opportunity of systematically mastering several specialties, acquiring work skills in wide specialization occupations and sharpening his skills, the worker begins to cherish his title, his collective and his opinion of himself and, of course, does not think of leaving.

An analysis of existing forms of education and labor training shows that at times they are isolated from each other and the level of training of young people for labor in each of them is by no means the same. One would think that a methodological guidance of these processes should be concentrated in one state body, which will make it possible to create realistic prerequisites for the fulfillment of the tasks that are to be accomplished by the general educational and vocational school reform.

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EDUCATION

MEASURES FOR RETURN OF MEN TEACHERS TO SCHOOL PROPOSED

Moscow TRUD in Russian 15 Jan 84 p 2

/Article by M. Korotchenko, director of secondary school No 14, Smolensk:
"Men Teachers Are Needed"/

/Text/ Those who work in schools, or are familiar with their problems, know that "difficult adolescents" are complex tasks for teachers. On the basis of my more than 30 years of experience in pedagogical work I can say that in the future it will be extremely difficult for us to do without men teachers. "Difficult" pertains mainly to boys. They need not only a moral ideal of the male class, so to speak, but also a specific daily model of strength, courage and wisdom. In brief, children need a man's hands, a man's eyes and a man's strength.

We in our school have been sending a man as a class teacher to a difficult class for several years. The class is transformed almost in front of our eyes and, as a rule, becomes one of the best during the school year. There is one problem: In our school there are few colleagues of the male sex--only 5 out of 50. And even these, usually, are in charge of manual training and physical culture.

The draft of the reform promises many serious changes. But it seems to me that the demand to bring men back to schools should be determined more clearly and categorically.

We will not close our eyes to the fact that the wage level and housing provision system are the main reasons for the decline in the prestige of our profession among men. Just look how many men with pedagogical education work at plant shops, drive trucks and are engaged in the most different sectors. They, like every family head, want to better provide their families materially and to create normal housing conditions for them. Sometimes it is difficult to attain this when working in schools.

I propose the introduction in point 33 of the draft, where the top-priority procedure of granting housing to teachers is discussed, of a fully specific criterion of such social privileges. For example, the right to a mandatory provision of a separate apartment belongs to the teacher whose pedagogical length of service exceeds 5 years. At our rates of construction this is no longer such an insoluble problem. Finally, capital investments for housing construction should be allocated to the Ministry of Education on an equal footing with production sectors.

In my opinion, the statute on a wage increase should also be specified in the same point. For example, it should be stated that wages should not be lower than the level of wages of a worker with sufficiently high skills. The period of examination of this problem should not be dragged out over two five-year plans. Right now we feel an acute shortage of men teachers. For example, in our school there are only seven men teachers in 12 junior grades. Instructors in some subjects have an excessively high load: 28 to 30 hours per week.

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EDUCATION

SUGGESTIONS CONCERNING DRAFT OF SCHOOL REFORM MADE

Moscow PRAVDA in Russian 20 Jan 84 p 3

/Article by Yu. Babanskiy, vice-president of the USSR Academy of Pedagogical Sciences: "Ascent to Quality" /

/Text / The search for ways of improving the quality of training and education of the young generation is of deep concern to the entire community of our country. That is why the youth education program formulated by Comrade Yu. V. Andropov at the June (1983) Plenum of the CPSU Central Committee evoked nationwide approval. It demanded the planning of ways of improving literally all the links of the school system. Such an approach is a model for the development of the theory and practice of Soviet pedagogy, which, one must honestly admit, suffers from onesidedness in the improvement in individual forms and methods of the educational and training process.

The draft of the reform entirely encompasses the whole range of problems concerning the development of the individual--not only the cultivation of profound and lasting knowledge and abilities, but also the formation of a world outlook, civic qualities, readiness on the part of graduates for active labor and development of their intellect and physical strength. Measures for improving the content of education and for overcoming formalism in the evaluation of students' knowledge are also envisaged. It is significant that the harmonious improvement in the quality of work in all the directions of the educational and training process is combined with the concentration of attention on the leading direction in school work--fundamental improvement in labor training and education.

The draft of the reform fully proceeds from the Leninist principles of a unified polytechnical labor school. According to them, the unity of school does not mean the leveling of students' potentials and abilities and polytechnism cannot be separated from the tasks of training the young generation for a specific labor activity. At the same time, under no circumstances can the quality of general educational knowledge be lowered. This Leninist dialectics of the principles of school work has found its brilliant embodiment in the basic statutes of the draft of the CPSU Central Committee. The importance of the unity of training and education and of the contact among the school, family and community is stressed. However, all these fundamental propositions are set forth in different places, but it would be useful to express them in a concentrated way in the preamble or the first part of the document.

An analysis of the quality of the educational process shows that the imperfection of the literature on study methods addressed directly to teachers of every school subject hampers the overcoming of formalism here. The investigation of all the basic aids in methods for teachers conducted by the USSR Academy of Pedagogical Sciences has shown that they do not quite efficiently formulate the basic tasks in the training, education and development of schoolchildren during the study of an appropriate subject. The weakness of goal assumption in instruction lowers its effectiveness. The content recommended for study at a lesson insufficiently clearly emphasizes the essentials and pays little attention to a differentiated approach to students. However, teachers are especially alarmed by the identity and categorical nature of the methodological advice and recommendations that are still popular.

To eliminate this obviously formalistic phenomenon a variant approach to the presentation of methods of studying individual topics concerning a number of study subjects is now introduced. Teachers' manuals, which offer two or three methodological approaches to the study of a subject and give recommendations as to what is more efficient to use under certain conditions in order to attain a greater pedagogical result, have already been published.

In connection with this it seems to us important to supplement the document on the reform with the presentation of special measures aimed at an improvement in aids in methods for schoolteachers and instructors at vocational and technical schools, pointing out the basic directions in this work similarly to how this is done with regard to school textbooks.

The lack of a proper system of study of the schoolchild's personality is another bottleneck in general educational and vocational schools, which has been felt for many years. The causes of the lag in studies and of the lack of discipline are not analyzed sufficiently and the interests, abilities, vocational inclinations and real educational capabilities of specific adolescents are studied inefficiently. Without knowing the student's personality it is impossible to select the most efficient methods of training and education, to find the correct individual approach to everyone and to establish good and frank relations.

We assume that in the basic directions of the school reform it is necessary to especially stress that every student and his all-around study and development should be in the center of attention of pedagogical collectives and individual teachers and an accessible system of formulation of the psychological characteristics of students should be applied in schools.

I make this suggestion, foreseeing objections: The teacher is overloaded as it is and you want to give him more trouble. These objections are seemingly well-grounded and it is difficult to refute them. The teacher is indeed overloaded. But very often he is overloaded with activities not connected with those whom he is supposed to train and educate. Meanwhile, as the experience of many advanced teachers shows, the study of schoolchildren, conversely, saves the time and efforts of pedagogues, because they do not have to redo the same thing ten times--to additionally teach, to reteach and to reeducate. A. S. Makarenko said correctly: Education does not need a long time, but an intelligent utilization of a short time. Hundreds of measures not producing a response in the consciousness of students give a lesser effect than a number of target measures meeting the needs and abilities of the students themselves.

The advanced experience of teachers in Moscow, Leningrad, Rostov and Kirovograd oblasts, Krasnoyarsk Kray and many other regions in the country convinces us of this. Here it is customary to collectively discuss the characteristics of the students of a certain grade at the pedagogical council, to disclose the reasons for their lag in studies or for deficiencies in behavior and to jointly map out the most efficient methods of educational effect. This work is especially successful when it is based on the possibilities of psychological science.

School psychologists have been working in seven schools in the Estonian SSR and in ten schools in Moscow for a number of years. Psychological consultations for teachers and parents are held in Komsomolsk-on-Amur, in the city of Tynda on the Baykal-Amur Trunk Line and in other places. The results of this preliminary work make it possible to make the following suggestion: To consider it advisable to establish experimental centers of a psychological-pedagogical school service, which should study the possibilities for the expansion of such a service on a wider scale.

The proposal on the implementation of special measures for training graduates of faculties of psychology for psychological consultation work also seems urgent.

The quality of training largely depends on a skillful utilization in practice of the achievements of modern didactics and on the introduction of the recommendations of pedagogical science into school work. Unfortunately, it must be stated that, to put it mildly, the relations between science and practice in schools leave much to be desired. The fault is mutual: Scientists do not have sufficient civic persistence in bringing scientific ideas to school practice and I believe that, in turn, organizers of public education do not have sufficient respect for the recommendations of theoretical pedagogues.

That is why we assume that it would be useful to supplement the fundamentally important thesis on the sharp turn of all the institutions of pedagogical science to school practice with the requirement for more active work on the part of public education bodies on the utilization of the achievements of pedagogical science.

These days the workers of the USSR Academy of Pedagogical Sciences are actively discussing the draft of the basic directions in the school reform at meetings of laboratories, scientific councils of institutes and department bureaus. This document evokes a fervent approval. The fundamental directive for the need for a sharp turn of the Academy of Pedagogical Sciences, pedagogical scientific research institutions, universities and institutes to the elaboration of urgent problems of general educational and vocational schools is taken as a guide to action. The Presidium of the USSR Academy of Pedagogical Sciences has worked out immediate measures for a scientific and pedagogical provision of the solution of some especially urgent problems. Amendments to scientific research plans for 1984 and subsequent years are introduced. The proposal on the need to reflect the basic directions in scientific research of the USSR Academy of Pedagogical Sciences in the draft of the reform or in a special directive document has arisen in the course of this work.

During the discussion of the draft of the reform at meetings of scientists of the Academy of Pedagogical Sciences the basic causes lowering the efficiency of pedagogical research are disclosed and measures for a fundamental improvement in the method of organization of scientific work are outlined. In particular, it is proposed that we strengthen the overall nature of all especially important investigations, unifying the efforts of pedagogues, psychologists, philosophers and sociologists, utilize improved research methods and more widely apply expert evaluations and the study and recording of public opinion data on problems of school affairs.

Special emphasis is placed on the development of an improved system of study and generalization of advanced pedagogical experience and dissemination of the most valuable forms and methods of work. In connection with this the Academy and the Pedagogika Publishing House plan to expand the publication of a special series of books "Pedagogicheskiy poisk: opyt, problemy, nakhodki" /Pedagogical Search: Experience, Problems and Finds/. The books of more than 20 famous teachers in the country, who manifest innovation in their pedagogical labor, have been published in this series.

Discussing the draft of the school reform, pedagogical scientists are fully anxious and resolved to respond to the party's concern for the development of public education with energetic labor for the good of education of worthy citizens of the society of developed socialism.

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EDUCATION

NUMBER OF SKILLED WORKERS, JOBS MUST BE BALANCED

Moscow SOVETSKAYA ROSSIYA in Russian 22 Jan 84 p 1

[Article by F. Filippov, doctor of philosophical sciences, professor, winner of the Leninist Komsomol prize: "School and Occupation: A Glance at the Future"]

[Text] The nationwide discussion of the draft of the reform of general and vocational education is continuing. Essentially, the draft points to all the basic directions in the improvement in the activity of secondary and vocational and technical schools. In fact, it is a question of a reform in public education and vocational training of youth. At the same time, the draft also warns against extremes in the reorganization of the existing system of education.

The achievements of our educational system do not need extensive proofs. As statistics indicate, in 1983 almost 90 percent of the population employed in cities and 78 percent of the population employed in rural areas had, as a minimum, incomplete secondary education. This means that the bulk of workers (and among youth, all without exception) have greatly advanced from a simple mastery of reading, writing and arithmetic, to which general educational knowledge at the time (in general, not very remote) when universal elementary education was considered an achievement was limited. Today almost all workers are familiar, in addition to this initial knowledge, with the principles of algebra, geometry, botanics, zoology, chemistry, history and geography, the immense wealth of Soviet literature has opened up to them and so forth. Yes, the quality of knowledge often leaves much to be desired. However, even with so-called "secondary" knowledge almost every citizen of our country possesses initial scientific information on school disciplines. The intellectual potential of graduates of secondary educational institutions is much richer. They (together with those with higher education) now number 105 million, comprising a significant part of the adult population of our country. There is no doubt that, as compared with those industrially developed capitalist countries where universal secondary education exists, the Soviet Union gives its growing generation more extensive knowledge.

What does our school lack? What in its work does not satisfy us today? The sections of the draft of the reform give a clear answer to these questions. In brief, it lacks a practical labor direction in education and a focus of

general educational schools (including higher schools) not only on the accumulation and assimilation of knowledge, but also on its practical application.

It is clear that the growth of society's intellectual potential makes sense only when the knowledge acquired by people does not remain for them and, perhaps, for the entire nation a ballast, but finds an outlet in public production. Youth must be trained for this in schools. However, this task does not confront pedagogues alone. It is not accidental that the draft of the reform stresses that school reorganization is a subject of concern for the party and the entire nation.

The draft of the reform envisages a transition to universal vocational education of youth, which should be carried out in secondary schools having the necessary conditions for this, in secondary vocational and technical schools and in secondary specialized educational institutions. The principle of universal vocational education is dictated by life itself. Its realization will signify that the presently existing situation, when more than one-third of the youth entering independent labor life does not acquire vocational training, will disappear. Now it can be stated with confidence that from the beginning of the 1990's the entire youth joining the ranks of the national economy will have not only a high level of education, but will also acquire vocational knowledge and skills.

It would be naive to think that we will find no problems on the path of implementation of the reform. Here are only some problems, whose urgency is obvious right now. Will it be possible to ensure within the framework of secondary schools the same level of vocational training as in vocational and technical schools? Will enterprises "recognize" the skill document issued by schools? Will it not happen that the rates of training of skilled workers will begin to outstrip real production possibilities for the utilization of their knowledge and know-how?

These questions often arise in daily life. For example, sociological research at enterprises in the Belorussian SSR, Gorkiy Oblast and the country's other regions has established that one-half of the workers with the appropriate training are now actually engaged in highly skilled labor. This happens, because a significant number of work places, as before, are oriented toward unskilled labor. It is no secret that some economic managers "find a way out" by "not recognizing" the skills acquired in secondary schools, in "foreign" vocational and technical schools and so forth. Young workers, who have acquired high categories in schools, are kept at production sections not requiring such skilled training for years. As a result, not only the rates of scientific and technical progress are slowed down, but the large production potential of the youngest part of the working class remains unutilized. At the same time, society incurs substantial losses--even larger than from the downtime of machinery and equipment. Moral and psychological losses often are added to purely economic expenses, not to mention the fact that the knowledge and skills of workers not utilized in labor become obsolete and then are lost completely. Therefore, for the success of the educational reform on this plane the increase in the number of skilled workers must be balanced with the increase in the number of work places requiring high skills.

Or the following consideration: Under the present conditions of the shortage of labor resources graduates of vocational and technical schools have the opportunity to change their places of work quite easily and to transfer to other enterprises and other national economic sectors. According to research data, in some of the country's regions up to 40 percent of the graduates of vocational and technical schools do not work in their specialties. Today young men called up for military service, after completing it, often do not return to the collectives to where they were sent after school. Is it not necessary to envisage, simultaneously with the transition to universal vocational education, additional measures for retaining graduates of vocational educational institutions in the national economic sectors and enterprises for which they are trained?

Science and higher school workers, with whom I had occasion to talk about problems of the school reform, at times expressed the fear: Will universal secondary vocational education not do damage to higher education? Will it not happen that, acquiring a large number of skilled workers, the national economy will incur losses in the training of engineers, scientists and other specialists? These fears are not unfounded. Both sociological research and the practice of higher schools indicate that in the last few years the percent of school graduates trying to enter higher educational institutions, especially technical, has been dropping. Of course, it is good that the popularity of workers' occupations is growing among youth and that secondary vocational and technical schools attract more and more young men and women. However, nor must we close our eyes to the fact that, at the same time, the conditions of selection of the most capable youth into higher schools are worsened. Young people, who have acquired an occupation, who have firmly entered a labor collective, who have experienced the healthy taste of harmonious work, good wages, opportunities afforded by material incentive funds and so forth, are inclined much less willingly than yesterday's schoolchildren to give up these values, to which they have become accustomed, for the sake of difficulties in studies in higher educational institutions. Meanwhile, our society is interested in a constant, although not on such a large scale as up to now, reinforcement with various detachments of specialists. In order not to "ground" higher schools, apparently, it is necessary to give thought to ways of efficiently stimulating the transformation of the most trained and capable graduates of secondary schools and vocational and technical schools into students.

In connection with this I would like to again go back to the problem of tekhnikums and, in general, of secondary specialized education, which has already been raised by SOVETSKAYA ROSSIYA. There is no denying that there is a large category of workers, whose replacement can be formed only in secondary specialized educational institutions. The draft of the reform states this quite clearly. However, as is well known, today most tekhnikums, like secondary vocational and technical schools, train primarily workers, although this is not at all included in their tasks. The situation with graduates here is the same as in vocational and technical schools. For example, according to the data of the recently conducted sociological research, in Moscow less than one-third of the graduates of tekhnikums worked in the specialties acquired in educational institutions and among those with a 3-year length of service almost one out of four people changed his occupation. The following question arises:

Is it possible to further put up with such low efficiency of this link in the educational system? Should we not envisage the transformation of some tekhnikums into secondary vocational and technical schools, bringing the content of their activity in accordance with the actually performed social function? The draft of the reform also envisages another path: Admission of graduates of tekhnikums into higher educational institutions for a shortened period of training in accordance with the already available production experience. Retaining the incomplete secondary school as a source of staffing of tekhnikums, apparently, it is necessary to see to it that there are optimum proportions between graduates of incomplete and complete secondary schools and to accept only those that have completed secondary schools for some specialties, bearing in mind that in many cases an 18- or 19-year old tekhnikum graduate is unable to immediately become a production "captain."

In brief, discussing the draft of the reform, right now we must foresee all the consequences of the envisaged reorganization in education. There is no doubt that the forthcoming school reform will ensure a new flight of socialist civilization and a rise in the strength and prestige of our country.

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EDUCATION

SYSTEM OF CENTRALIZED ECONOMIC SCHOOL SERVICES PROPOSED

Moscow TRUD in Russian 31 Jan 84 p 3

/Article by S. Shevtsov, deputy head of the Grodno Oblast Division of Public Education, Grodno: "Teacher or Economic Manager?"

/Text/ The efficiency of the training and educational process directly depends on material provision and economic services for all school activities. The modern school is the most complex economic organism. Study rooms, sports halls, shops, game rooms, restaurants and hothouses--this is by no means the complete list of the facilities forming part of it. Add to this the saturation of schools with new educational equipment, visual aids, complex instruments and machinery, including computers, which require a competent operation and standard repairs, and it will become clear to you how troublesome it is to maintain, service and develop such facilities.

Schools do not have staffs of appropriate workers. Imagine how many competent specialists our national economy would be deprived of if every school had its own sanitary engineers, electricians, labor safety engineers, builders and repairmen! This means that the way out should be sought on the basis of the possibilities of the system of public education itself. Until recently (and in many places to this day) all the responsibilities connected with the development, servicing and operation of school equipment have been placed on the director's shoulders. Once, when I was a director, I estimated that I had to spend about 60 percent of the work time on obtaining paints and chalk, on trips to all kinds of bases and stores for operating stock, visual aids and lavatory pans and on haunting the thresholds of various organizations. There was no time for administrative and methodological guidance of the teaching staff and for assistance to young colleagues.

In the draft of the reform, in its eighth section, there is a very important provision, whose realization should change the situation. It concerns the fact that the rayon link--rayon divisions of public education are meant--"should assume the responsibility for economic services for training and educational institutions."

This provision is based on the existing experience in the solution of this problem. For about 10 years we have been engaged in the establishment, development and improvement in the work of special services, or more accurately, groups for economic services and material provision for schools, kindergartens and out-of-school institutions. Today they exist under all rayon and city divisions of public education.

The structure of these groups is simple. They consist of two subgroups. The construction group includes a senior construction engineer, an electrical engineer, a labor safety technique engineer, sanitary engineering fitters and electricians. The subgroup for planning and provision with educational equipment and technical and visual aids includes a planner and a dispatcher. A driver and a typist are at their disposal.

The following question arises: Where have we taken these people and how do we pay for their work if we take into consideration that the staffs in the system of public education have not been increased by a single unit? We have utilized a real situation, which arises when several elementary and 8-year schools in rural areas are closed, or when the size of the personnel servicing them is reduced. In city schools we have cut down on the number of some technical workers. The freed wage fund has been assigned for wages for specialists of economic groups servicing urban and rural schools.

In terms of their authorized staff these groups are small--from 9 to 15 people. When there are 11 and even more specialists, the position of a group chief, who is simultaneously the deputy head of the rayon or city division of public education, is introduced.

The duties of every economic group and every worker have been defined. For the construction subgroup this means control over the course and quality of work of the projects under construction, cooperation with planning organizations and capital repairs.

The subgroup for planning and material provision helps school administrations to make realistic requisitions for the purchase of equipment, visual aids and technical teaching aids, delivers to schools everything that is necessary with its transport facilities, controls the delivery from an oblast base store and teaches pedagogues to correctly operate equipment.

Thus, the participation of teaching collectives in the solution of economic problems has found an intelligent course. The school administration has been able to switch over directly to the organization of the training and educational process. The strengthening of the material base of education and a more efficient expenditure of the allocated funds are other, no less important, results of our efforts. Owing to the new organization of economic services 42 different facilities--restaurants, shops and sports halls--have been built in Grodnenskiy Rayon alone in the last few years. For comparison: Only one or two additions to old school buildings were constructed in the rayon in the early 1970's, while now, five to eight annually, plus hothouses, dwelling houses for teachers and so forth.

It seems to us that it is necessary to legalize the existence of these economic groups and the procedure of their work. It would also be good to complete the principle of centralization of economic services and material provision, that is, to establish an appropriate division in the ministries of education of the Union republics, in which divisions of capital construction and main administrations for the supply of visual aids and other academic items would be united. Therefore, it seems that it will be correct to point out in the reform document the need for the establishment of a system of centralized economic services and material provision for educational institutions.

EDUCATION

IMPORTANT ASPECTS OF DRAFT OF SCHOOL REFORM DISCUSSED

Moscow SOVETSKAYA ROSSIYA in Russian 1 Feb 84 p 5

[Article by G. Veselov, RSFSR minister of education: "Time of Changes"]

[Text] What does each of us think when looking at kids playing in a public garden, at boys running after a ball and at the beautiful and serious faces of children standing still in the guard of honor near the memorial to the soldiers of the last war? Why does our heart sink with pain when we read about juvenile delinquents and encounter outrageous acts? It would seem that these are someone else's boys. But ... there are no someone else's children, all of us are responsible for those that we bring up. That is why scientists, teachers and engineers so attentively try to grasp the meaning of the lines of the draft of the CPSU Central Committee--all of it is imbued with the spirit of deep concern for the growing generation. Every line in it is aimed at a constant improvement in the cause of training and education.

In the Russian Federation, as throughout the country, the draft is discussed in schools, secondary and higher pedagogical educational institutions, scientific research institutes, teachers' conferences, parents' meetings and labor collectives. The ministry receives letters with proposals, remarks and reflections about the basic provisions of the forthcoming reform. The need to overcome a number of negative phenomena and serious shortcomings and oversights accumulated in school activities in the last few years and to objectively and self-critically single out the strong and weak aspects of our work are mentioned in the course of the discussion. It is stressed that it is very important not to lose what has already been found and to boldly reject in work with children what no longer corresponds to the call of the times.

I will now dwell on the directions in the reform that evoke the greatest interest. The present secondary 10-year school is being transformed into an 11-year school. This change is due to the fact that the elementary school from a 3-year school will become a 4-year one. The addition of 1 year of education in the elementary school will make it possible to relieve the strain that still exists today. In connection with this schoolchildren are given the opportunity to more fruitfully utilize the time to meet their interests. Children's school education is to begin 1 year earlier--at the age of 6. The experiments conducted by scientists and experts in methods have demonstrated the substantiation of such a decision. They have noted that 6-year old pupils greatly outstrip in their development the children of their age who do not study. Their speech is more developed and they manifest great independence.

This provision of the reform causes the greatest agitation among parents. In their letters they express doubts: Is it not early for children to become students at the age of 6? What can be said in connection with such fears?

The transition to children's education from the age of 6 is to be made gradually for a number of years, beginning in 1986 and ending in 1990. However, this does not rule out the possibility of a child's entry into school at the age of 7. After all, classes will be held both in schools and in senior kindergarten groups. In time the school will entirely assume this obligation, which will make it possible to free places in kindergartens and to admit more children into younger groups in preschool institutions and will enable women to take part in production activity earlier. Of course, there is a need for a prudent approach to the establishment of the material base in schools. Six-year olds should have not only a classroom, but also a bedroom and conditions for play activities.

Of course, public education bodies must carefully think out the possibility of creating such conditions in every school. The census conducted in 1981 showed that in a number of oblasts, krays and autonomous republics there were free areas in connection with the decrease in the number of schoolchildren. On the other hand, here and there children studied in a second shift. Therefore, it will be necessary to solve the problem of the construction of classrooms both with the funds for capital repairs and along the line of attracting allocations of local enterprises and economic organizations. In some regions, perhaps, it will be temporarily necessary to increase the number of classes in the second shift.

The problem of training pedagogical personnel for elementary schools is very serious. Calculations show that in many oblasts, krays and autonomous republics it will be necessary to considerably increase the admission to the school department of pedagogical colleges and to expand the training of teachers of elementary grades in pedagogical institutes. Probably, it will be necessary to temporarily reduce the admission to preschool departments of pedagogical colleges and to increase the acceptance to pedagogical classes at general educational schools (from the graduates for the training of educators of preschool institutions). In this matter we need serious help on the part of planning bodies. Our scientists, teachers and experts in methods are faced with significant work on the preparation of programs and textbooks for students in elementary grades and of guides on methods for teachers.

One of the reform's main sections is devoted to the problem of labor education, training and vocational guidance of students. There are achievements in this matter, but it must be said that in the communist education of children, adolescents and juveniles and in their preparation for life and labor there are many shortcomings. Schoolchildren do not receive extensive training in a number of areas in mechanical engineering, electrical engineering, electronics, robot construction and technical design. The technical creative work of schoolchildren is organized extremely poorly. Only about 15 percent of the RSFSR students participate in various technical circles in schools and out-of-school institutions. All this creates a fear of machines and causes unjustified expenses in the technical education of students.

Today we ponder over what must be changed in the organization of socially useful and productive labor in order to utilize it as a means of training young people for their future labor and public activity. The experience existing in Russia demonstrates that, where children participate in specific, practical activities within their age abilities, considerable success is attained both in physical training and in the disclosure of inclinations and interests. Today in the localities there are many remarkable managers who consider schools their subdivisions and training shops. Of course, this is of great benefit to the state. Many schools have good physical bases and skilled specialists for the organization of labor education.

Let us turn to facts. The joint work of schools Nos 2 and 7 in the city of Kokhma and of the Kokhma Order of the October Revolution Cotton Combine in Ivanovo Oblast has been discussed and approved at a joint meeting of the board of the RSFSR Ministry of Education and the RSFSR Ministry of the Textile Industry recently. Suffice it to say that last summer a labor detachment consisting of 84 students of eighth and ninth grades, working 4 hours a day for 24 days as spinners, ribbon weavers, reelers and loaders, fulfilled a volume of work worth about 153,000 rubles. At the same time, the most important result of productive labor lies in the fact that many schoolchildren have developed a lasting desire to master textile occupations and to work at the combine after school graduation.

The organization of productive labor is being improved in rural schools in a number of oblasts, krays and autonomous republics. Especially noticeable qualitative changes in this work occurred after the May Plenum of the CPSU Central Committee, which adopted the USSR Food Program. The experience of the Butyrino Secondary School in Gorkiy Oblast, of schools in Zuyevskiy Rayon in Kirov Oblast, of the Gazoprovod School in Moscow Oblast and of a number of schools in Lipetsk Oblast has shown that with the products grown on experimental educational plots and on farm fields students can fully meet the needs of school restaurants for vegetables.

We are faced with the most serious task--to make the transition to universal vocational education of youth. Linking training with productive labor presupposes the inclusion of students, beginning from junior grades, in systematic and organized socially useful labor feasible in terms of their health and age--genuine labor necessary for society. Proceeding from these responsible tasks, directors of schools and public education bodies should right now give thought to a system of joint actions with base enterprises, construction and transport organizations, sovkhozes, kolkhozes and institutions for the establishment of an industrial training base for labor education, training and vocational guidance and to the assignment of the necessary materials and personnel. These problems are touched upon in most proposals received at the ministry. The desire to legislatively consolidate the contacts between schools and base enterprises is especially persistent. We, in turn, ardently support the thought set forth in the draft of the CPSU Central Committee that base enterprises with the rights of their structural subdivisions establish school and interschool shops, industrial training combines, training shops and sections, individual student work places, stationary field camps, student production brigades and labor and rest camps, allocate equipment, technical materials, accessories and land for experimental educational plots, plan and organize production activities, pay for schoolchildren's labor and so forth.

When the draft is discussed, valuable proposals are expressed on problems connected with the organization of educational work with children and adolescents during out-of-school time, on the responsibility of public education bodies for the search for and introduction of advanced teaching methods and on the need for close cooperation of schools with houses and palaces of pioneers, with stations of young technicians and naturalists and with forestry areas. I would like to note that all the proposals are carefully examined and will be transmitted to the commission on the preparation of the reform.

There are many problems connected with the training of pedagogical personnel and school directors, with improvement in teachers' skills, with the activities of experts in methods and so forth. We face extensive and very responsible work. Its success depends on our present efforts.

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CSO: 1828/97

EDUCATION

IMPORTANCE OF HUMANITIES IN SCHOOL CURRICULUM STRESSED

Moscow LITERATURNAYA GAZETA in Russian 15 Feb 84 p 10

/Article by G. Shakhnazarov, doctor of juridical sciences, leader of the group of authors of the "Obshchestvovedeniye" (Social Sciences) textbook: "Who Should Be Considered Educated"

/Text Among other tasks the school reform is to determine the optimum correlation between humanities-oriented and technical education. This is a key and in a certain sense an eternal problem. On the one hand, the need to refine the general principles and to correct practice with due regard for the changing economic and social conditions arises at every stage in social development. On the other hand, around this problem there is a constant dispute between the enthusiasts of the two basic directions in spiritual culture.

Incidentally, even before the publication of the draft of the reform one could get acquainted with these polar points of view in LITERATURNAYA GAZETA (No 24 dated 16 June 1983). Some believe that there is no need for the future engineer or physician to stuff his head with the knowledge of when the Eastern Roman Empire fell, or who wrote the "Swan Lake" ballet. Others demonstrate with the same ardor that out of the entire arsenal of mathematical science for most people it is sufficient to grasp the multiplication table. The most sensible, speaking ironically about both, fight for the golden mean. It would seem that they are right. But even Hegel noted the erroneousness of the view that the truth lies between two extremities. Indeed, were it so, it would be very easy "to pick it out." As a matter of fact, a problem lies between them.

Who will dispute the fact that the best solution would be to give everyone thorough knowledge of all sciences and arts! But, alas, the capacities of the brain are limited. Encyclopedic education is only within the powers of some outstanding individuals. If, however, we go for superficial knowledge, our student will be able to solve crossword puzzles well, but will hardly be a skilled specialist at his job. The know-all, if he is not a genius, almost always remains a smatterer. It is impossible to comprehend the incomprehensible--states Koz'ma Prutkov's most popular saying.

One would think that, in order to solve the problem correctly, it is necessary to proceed from a more or less accurate consideration of the cognitive capabilities of the "average person" and to establish the minimum knowledge

needed for all and everyone. The ultimate goal of communism now confirmed in the Basic Law of the Soviet State--all-around development of the individual--should be the main criterion here.

Of course, when determining the methods of moving toward this goal, we must not abstract ourselves from existing social and economic conditions, primarily from the need for highly skilled specialists capable of successfully solving various problems in the development of industry, agriculture and other spheres of material production. The future of the country and, more broadly, the progress of socialism as a social system depend to a great extent on the rates of solution of the problem of combination of the achievements of the scientific and technical revolution with the advantages of the socialist system. It is quite clear that this requires not only the training of specialists, but also a high level of technical culture of all people.

At present it is impossible to consider a person, whose technical knowledge and know-how are reduced to the ability to repair an electric stove, educated. In 15 to 20 years not to be able to use a computer will be approximately the same as not to be able to read and write. Such a gap will become inadmissible for people engaged in almost any sphere of social activity, including in artistic creation. Of course, a writer may prefer a pen to a typewriter or a dictaphone, but he will be in a disadvantageous position as compared with his colleagues if during the collection of data he uses old fashioned methods, not resorting to the services of informatics.

We do not intend to judge the scale of technical knowledge needed for the graduate of the Soviet school and mention this aspect of the matter only in order to stress our full understanding of its importance. Stating this, we must emphasize just as categorically the exceptional importance of humanities-oriented education for the formation of the individual of our society.

I will confine myself to two remarks. First of all, it is a question of the pragmatic aspect of the matter. The view that a general cultural outlook does not have a special effect on the quality of professionalism is erroneous to the highest degree. This thought is quite banal, but under the conditions of a developed socialist society it acquires a special meaning. Our goal is to prepare for labor and life not simply a good specialist and a law-abiding citizen, but a creative and politically active individual capable of energetically participating in the management of production and state and social affairs. In other words, in our country general culture cannot be considered a kind of makeweight, even if valuable, in high-quality vocational knowledge. Neither people's satisfaction with their lives, nor an oxygen-filled social atmosphere guaranteeing against stagnation and decay and ensuring a constant search and forward movement, is possible without it.

And another factor. The age of the scientific and technical revolution inevitably leads to the intensification of professionalization. In itself this process is legitimate and fruitful, but certain expenses are connected with it. There is the danger that the types of alienation that have been overcome, that is, interclass and international--will be replaced by its new type--professional. Professional languages are formed, which require translation from one language into another and, accordingly, psychological barriers to mutual understanding among people engaged in various spheres of social activity appear. The

only thing that can prevent such a separation is culture--philosophical, political and artistic. "One can become a communist," Lenin said, "only when one enriches his memory with the knowledge of all the wealth that mankind has produced." I think that under present conditions it is correct to extend such a demand to all members of a developed socialist society.

The scale of this task is vast and, as already stated, it willy nilly runs into the scantiness of the material that can be included in the school program. Of course, the possibility of self-education throughout one's entire life remains. However, this is another problem. Now it is a question of the minimum knowledge in the humanities necessary for everyone to enter conscious life and, incidentally, creating the need and taste for further studies. It is necessary to greatly intensify and improve the teaching of social disciplines, to correctly select and distribute study material, to bring it into line with the demands of the times and to eliminate some yawning gaps.

This work will require great efforts on the part of our scientists, teachers and organizers of school affairs. I will permit myself to express some views in this connection.

The social science course now occupies the central place in the formation of students' ideological and political views. It is not only to generalize the knowledge acquired during the study of all other subjects, but also to raise this knowledge to a qualitatively higher level and to give students totally new information. It is a question of the principles of the Marxist-Leninist philosophy, political economy and scientific communism and of familiarity with the economic and political systems of Soviet society, with the internal and foreign political course of the CPSU at the present stage, with the socialist camp, with the international communist movement and other major political forces operating on the world arena, with the principles of international relations and with the urgent problems facing mankind at the end of the second millenium.

This list itself points to the importance of the course, on the one hand, and to its extraordinary complexity, on the other. In fact, being a consolidated subject, social sciences include disciplines differing in methodology, which need both their own teaching methods and the appropriate type of teacher. Meanwhile, all this diverse material has been pressed into one subject and only 70 hours of the study time are allocated for it. One can imagine the difficulties at times confronting the teacher and students.

Some colleagues, guided by the desire to avoid a superficial approach to this matter of exceptional importance, propose that we follow the path of reducing or even cutting off part of the material included in the course. They even propose a complete liquidation of the philosophical section with reference to the fact that its content is too complex for schools and it should be studied in institutes. But to act in this way would mean to leave most of our youth without a fundamental world outlook preparation. On the other hand, in school courses in physics, mathematics and other disciplines there are many concepts, whose comprehension requires a high capacity for abstract thinking. Philosophy is a complex matter, but no more complex than other sciences.

Therefore, it is necessary to seek other solutions. The simplest and obvious lies in allocating additional hours from the time reserve formed as a result of the lengthening of the periods of school training and the introduction of the 11th grade. There is another possibility—to transfer some problems now examined within the framework of social sciences to other school disciplines. In particular, this concerns the rather vast section devoted to a description of communist morality. It can be included in the course "Fundamentals of Soviet State and Law," changing the name of the latter accordingly (for example, "Fundamentals of Soviet Citizenship"). This, apart from anything else, would be correct and to the point. After all, it is a question of developing quality, which can and should be inculcated in youth at earlier stages of education.

Finally, the third path—this is an "exchange" between social sciences and history, from which both subjects will benefit. It seems to me that the course of history is overloaded to some extent with material of the nature of historical materialism and the approach to it is excessively sociological. This made sense when in the school program there was no special course devoted to the presentation of the Marxist-Leninist concept of social development. The comparative poverty of concrete historical knowledge constituting a genuine element of the basis of all sciences and serving as the foundation for spiritual culture is the involuntary consequence of such an approach.

Freeing several dozens of additional hours will make it possible not only to retain the basic content of the present course in social sciences, but also to supplement it with two small sections, which seem absolutely necessary. First, several lessons in formal logic. Familiarity with its basic laws and categories is the prerequisite for the culture of thinking and, honestly speaking, it is even incomprehensible why this subject has not appeared in the school program much earlier. Another addition concerns the new sphere of knowledge, which in modern science has received the name "globalistics." Disclosure, even if in general form, along with problems of war and peace, of such global contemporary problems as overcoming underdevelopment, fight against hunger and poverty, development of space and ocean resources and protection of man's natural habitat by the collective efforts of all nations would greatly expand the horizon of young people and would contribute to the formation of internationalist consciousness in them, which is one of the major tasks of communist education.

Finally, several words from a related field. Many years ago our press expressed the ideas about the advisability of introducing at least the teaching of the principles of esthetics in schools. In fact, is it not strange that there is quite a vast course in literature and experiments with the introduction of singing lessons have been conducted more than once, but, in practice, schools ignore the cultivation in young people of the ability to understand and value painting, music, sculpture and architecture? Is it possible to ignore cinematography, which V. I. Lenin called the "most important art"? In brief, it seems to me correct to introduce a special consolidated "art" course into the school program and to teach it at one of the last stages of education, somewhere before social sciences.

Of course, some of the expressed proposals may seem disputable. However, an exchange of opinions on this urgent topic will make it possible to find an optimum solution of objective contradictions between the technical and humanities-oriented content of public education, between the desirable and possible volume of knowledge, which should be taught in Soviet schools.

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EDUCATION

SINGLE SYSTEM OF TRAINING SKILLED WORKERS SUGGESTED

Moscow PRAVDA in Russian 17 Feb 84 p 3

/Article by V. Turchenko, doctor of philosophical sciences, Novosibirsk:
"Prestige of Vocational and Technical School"/

/Text/ The draft of the school reform sets the task of approximately doubling the number of graduates of ninth grades entering secondary vocational and technical schools in the future. The demand of life is expressed: In fact, an increase in workers in the structure of personnel training is absolutely necessary. Apparently, however, the solution of this problem requires fundamentally new approaches.

Let us glance at the figures: In recent years the rates of increase in the training of workers have outstripped the rates of graduation of higher educational institution specialists twofold. The State Committee for Vocational and Technical Education has exceeded the scale of training of labor successors directly on the job twofold. However, whereas during the first 2 years of the 10th Five-Year Plan the increase in the number of workers employed in the national economy was 2.9 million and of specialists, 2.4 million, during the first 2 years of the 11th Five-Year Plan the ratio was reverse--the number of specialists rose by 2.4 million and of workers, by only 1.6 million. And this despite the fact that in the 1981/82 school year alone almost 5 million skilled production workers graduated from the schools of the State Committee for Vocational and Technical Education (including about 4 million from day schools) and 14 million were taught new occupations at enterprises, institutions and organizations. Here is another alarming fact: In 2 years the number of agricultural machine operators in the country increased by only 38,000, although more than 4.4 million were trained in 1980-1982.

It seems to me that these figures denote phenomena to which thought should be given.

For example, in Siberia the fulfillment of even existing plans for admission to vocational and technical schools causes serious difficulties. Thus, in Novosibirsk in 1982 construction schools were staffed only 52 percent, mainly with rural youth. In urban vocational and technical schools more than 40 percent of the students were from rural areas, whereas rural vocational and technical schools were staffed only 45 to 50 percent.

At the same time, farm managers often reluctantly send youth to rural vocational and technical schools. First, because, usually, this is connected with a manpower loss for 3 years if a secondary vocational and technical school is involved. Second, after finishing school, often young people do not return to their native villages.

Therefore, life suggests a more flexible form of training machine operating personnel. Young people should not be sent from rural areas to a rayon center for training, but, conversely, the vocational and technical school should be moved to a rural area and jointly with general educational schools should organize personnel training directly on farms, where students live. Incidentally, this is how things are organized on the Kolkhoz imeni Kuybyshev in Suzunskiy Rayon, Novosibirsk Oblast, where an affiliate of a rural vocational and technical school has been established. Here children are involved in agricultural labor from the first years of school training and then, when they grow up, master modern equipment under the guidance of experienced instructors and on-the-job training masters. The kolkhoz field itself and agricultural production become the main labor manuals for them. N. F. Shishkin, kolkhoz chairman and deputy of the USSR Supreme Soviet, says that such a way justifies itself completely--the quality of vocational training improves and a kindred attitude toward land is strengthened in young people.

In recent years Novosibirsk Oblast has not fulfilled the plans for staffing schools in the system of vocational and technical education. It fulfilled it for the first time in 1983, mainly as a result of the fact that the vocational and technical school decisively embarked on bringing the training of working personnel closer to production, developing a system of affiliates of the vocational and technical school and evening forms of education.

The draft of the reform discusses the need for a further rapprochement and unification of general educational and vocational schools. Advanced practical experience suggests that it is most advisable to begin this process not from a reshuffling of chairs in management bodies, but precisely from below--from a realistic integration of specific vocational-technical and general educational schools. E. V. Abros'kin, director of the Novosibirsk Secondary Vocational and Technical School No 59, manifested an interesting initiative. At his suggestion a base for the organization of productive labor and vocational training of students unified with a neighboring general educational school is being established.

"The system of labor education, training and vocational guidance of students is to lead them, by the time they graduate from incomplete secondary schools, to a carefully thought out choice of occupations and of the appropriate educational institution for the continuation of education," the draft of the CPSU Central Committee states. However, experience shows that guidance without a thorough mastery of a specific occupation, merely "glancing" (especially at workers' occupations), is not very effective, because the age of 10 to 13, when the inclination of adolescents to true physical labor is manifested especially strongly, is missed. At this age children master production skills much more rapidly than adults.

In connection with this it seems necessary to permit the organization of student training in mass workers' occupations so that by the time of completion of ninth grades they may master one or several specific workers' occupations at the level of production categories II-III. With such a solution the choice of a further direction in training will be much more conscious and substantiated.

Advanced pedagogical experience has long demonstrated the complete reality and usefulness of such a solution. However, traditional concepts and prejudices are so strong that they often make us not believe our own eyes.

Adolescents wishing to become skilled workers, technicians and engineers can be engaged in a single vocational and technical specialization. And those who, for example, become interested in medicine or pedagogy will continue after incomplete secondary schools industrial practice primarily in hospitals, nurseries, kindergartens, schools and so forth. The entire growing generation will, in fact, be drawn into productive labor and already in the process of study produce output in volumes significantly affecting the increase in the national income. Life will also suggest the most advisable forms of organization of combined labor collectives of different ages composed of children, adolescents and adult workers, where the direct effect of the working class on the ideological-political, moral and physical development of all school-children without exception will be ensured.

Labor education should be based on a systematically organized and practical participation of the entire growing generation in various spheres of public labor regulated in accordance with age and the requirements of hygiene and labor safety techniques. Such an approach will make it possible to accomplish several tasks at once: First, to ensure true labor and all-around education of all children and adolescents; second, to sharply improve the quality of training of personnel for all national economic sectors; third, to overcome or significantly lower the growing shortage of manpower; fourth, to raise the general level of socialist consciousness and ideological-political maturity of the growing generation.

At the same time, the differentiation of students according to educational specializations depending on personal abilities and interests and the real needs of the national economy will be made mainly in the course of direct practical work. Advanced pedagogical practice shows that this is the main and most efficient method of vocational guidance.

Sociologists note that only one-half of the highly skilled workers are engaged in labor appropriate to their category and training. This compels us to think not only about an increase in the number of students in higher vocational and technical schools, but also about an efficient utilization of existing working personnel.

It is well known that about 35 percent of the technicians now work at operators' positions. Usually, this is seen as a waste of education and some scientists even propose that some tekhnikums be transformed into secondary vocational and technical schools. How substantiated is this measure?

Sociological research data point out that the tekhnikum training of a worker as compared with training at a vocational and technical school is more effective with regard to labor productivity, the quality of output, discipline, innovative activity and so forth.

We would like to note that the usual objections connected with the mention of the high cost of training of a technician make sense only from the point of view of the length of education. The cost of 1 year of training in a higher educational institution, especially in a tekhnikum, is much lower than in a secondary vocational and technical school. It must also be kept in mind that the outflow of trained working personnel throughout the country is several times higher than that of engineers and technicians.

Taking all these circumstances into consideration, it seems advisable to train skilled workers, technicians and engineers in specific specializations within a single system. Passing the ladder of work categories (perhaps with the exception of the last two) will become a mandatory condition for acquiring the skills of a technician and the diploma of a technician, the necessary stage for receiving the title of engineer. If this entire system is based on a close combination of productive labor with training ensuring the profitability of all vocational educational institutions, the urgent problems of fight against dropout, failure, lack of class attendance discipline and so forth will no longer arise. These problems are by no means as new as it seems at first glance. They have been worked out both in the practice of educational institutions and in pedagogical theory. It is a question of undertaking their solution more boldly.

The legal norms, according to which the diploma of a specialist obligates him to occupy the position of an employee, not a worker, will also have to be revised. The proposals on a curtailment in secondary specialized education through the transformation of tekhnikums into vocational and technical schools contradict the requirements of scientific and technical progress. Conversely, it is advisable to gradually grant all secondary vocational and technical schools and technical schools the right to give diplomas of technicians to their graduates--those who truly deserve this. Such a measure will be a good incentive for an improvement in the quality of knowledge and will sharply enhance the prestige of vocational and technical education.

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EDUCATION

CREATION OF DEPARTMENT OF ECONOMICS OF EDUCATION PROPOSED

Moscow SOTSIALISTICHESKAYA INDUSTRIYA in Russian 22 Feb 84 p 3

/Article by S. Kostanyan, professor, doctor of economic sciences, Moscow:
"Economics of Education"/

/Text/ It seems that it is time to overcome the narrow view of education as an element of culture exclusively and, moreover, a sphere of consumption. Education has long become part of society's scientific and technical potential and has a decisive effect on production intensification. Therefore, expenditures on the development of public education are not simply a deduction from the national income. These are investments bringing a highly appreciable national economic effect.

Calculations show that, for example, in the last 20 years allocations for all types of instruction have increased 3.7-fold in our country and the addition to the national income, which was the result of these investments increased more than fourfold. The return per ruble of such expenditures rose from 3.3 to 5.1 rubles. However, it could have been even more substantial. In the system of public education there are big and unutilized potentials. The forthcoming reform in general educational and vocational schools should help to include them in the economic turnover.

The draft of the CPSU Central Committee especially singles out the section: "Strengthening the physical base of education." A great deal was done there during the past decade. A total of 13.6 million children set at the desks of new schools, including 1.18 million in vocational and technical schools. Today the country's school "house" has about 130,000 buildings. Last year alone schools received visual aids and equipment worth almost 215 million and furniture worth 167 million rubles. This is a big property and it must be used efficiently. For this it would be useful to establish the service life of equipment and implements, to increase the material responsibility for their utilization and to add the following in the seventh section of the draft of the reform: "The duty of the student and teacher collective is to protect the physical bases of schools."

If we proceed from the urban construction norms in effect, only 80 percent of the need for training and educational institutions is now met. However, school buildings and equipment quite often do not meet modern pedagogical, sanitary-

hygienic and esthetic requirements. By no means all schools have sports halls and grounds, restaurants and premises for extended day groups, circle work and labor training.

I am talking about this, because a successful fulfillment of the measures envisaged by the reform will largely depend on the level of physical bases of schools. In order to raise it, there is a need for a single planned perspective formulated into a special section of the national economic plan. It is useful to envisage in it an experimental construction of school buildings, development of the latest sets of equipment and instruments for study rooms and laboratories, the quality of manufacture and the satisfaction of the need for them.

The quality of training directly depends on the saturation of study rooms with modern equipment. But there still is an acute shortage of it. Apparently, the draft of the reform should include a provision on the development of a goal-oriented program for the development of the production of visual study aids, school equipment and furniture and a procedure of material and technical supply for general educational schools should be established.

There will be conditions for this: New plants of the educational-technical industry are to be built in the very near future in order to increase the production of instructional equipment one and a half-fold. In the meantime, to be sure, the school has the right to expect considerable assistance from its patrons--industrial enterprises--especially those that manufacture such equipment. It would be sensible to introduce scientifically substantiated norms of allocations for the purchase of technical teaching aids and advanced standards of their service life for the control over their utilization.

Recently, a great deal has been said about the fact that secondary schools need men teachers. This, of course, is true. However, in order that men may come to work here, it is necessary not only to enhance the public prestige of the schoolteacher in general. The average wages of public education workers now grow more slowly than, on the average, in the national economy. Its level does not correspond to teachers' labor expenditures and real contribution to the country's economy and social and cultural development. The fact that the existing system of standardization of teachers' labor does not reflect the progressive changes in curriculums and the introduction of more labor intensive, new teaching methods is one of the reasons for this. Therefore, while supporting the draft's provision "To increase wages for teachers, educators and on-the-job training masters, experts in methods and other workers in the system of public education," I propose that the problem of the need to improve the standardization of their labor in all types of activities be included in it.

The present level of development of any national economic sector demands economic thinking from workers. Specialists are taught this in higher educational institutions, but secondary general educational schools are not oriented toward such training. It would be useful to envisage, for example, such groups as principles of economics of the socialist industry or agriculture on the basis of the territorial affiliation of the school in the optional course program.

Moreover, today it is not merely useful, but necessary, for school workers to be familiar with the economics of public education. I consider it advisable to supplement the 30th point of the draft as follows: "To expand the teaching of economics of education." It seems that in some universities and pedagogical higher educational institutions it would be good to open faculties in departments, where personnel would be trained in the specialty "economics and organization of education."

The draft of the reform envisages a planned improvement in the system of management of education and the solution of urgent problems raised by life. I assume that it would be a mistake to try to adapt old forms of management to the changed educational and training tasks. In connection with this I would like to introduce the following suggestions: For the purpose of improving the organization of scientific research in the field of economics, planning and management of education a department of economics and management of public education should be established in the system of the USSR Academy of Pedagogical Sciences.

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EDUCATION

RSFSR DEPUTY MINISTER OF EDUCATION DISCUSSES SCHOOL REFORM

Moscow MOSKOVSKAYA PRAVDA in Russian 24 Feb 84 p 3

/Interview with I. M. Kosonozhkin, RSFSR first deputy minister of education, by I. Krasnopol'skaya: "Examination for Pedagogues"; date and place not specified/

/Text/ /Question/ The interested nationwide discussion of the draft of the school reform of the CPSU Central Committee once again convinces us both of the timeliness of and need for changes in the training and education of the growing generation. The discussion touches on various aspects of the forthcoming changes. Obviously, we will be unable to discuss all of them. Therefore, perhaps we should touch only on those that, judging from the material that has already been published and from letters received both by your ministry and by our newspaper, are of the greatest concern?

/Answer/ I agree, although even in this case it is difficult to make a choice. However, I believe that we should start with the elementary school, which in itself is the "beginning of all beginnings." It is assumed that it will be a 4-year school and children's education will begin at the age of 6.

/Question/ Ivan Mikhaylovich, many readers ask: At what age will children be admitted in the 1984/85 school year?

/Answer/ At the age of 7. The draft of the reform proposes that the transition to education at the age of 6 be made gradually during a number of years, beginning from 1986. In Moscow and in some other cities and rayons, where there are already conditions for education from the age of 6 and there is also experience in such work, with parents' consent some 6-year old children will be admitted to the first grade.

Now it is important to create conditions for teaching 6-year old children everywhere. At the first stage children's kindergartens will be utilized for these purposes. In the capital there are microrayons, where there are not enough preschoolers and enough preschool institutions. There it is advisable to make one of the kindergartens into a kindergarten for the education of 6-year olds alone. It is better to select one that is not far from school. Then this kindergarten will become a school affiliate. In some schools in Moscow there are also special premises for 6-year olds. There is no problem here. Children go to school right away. Subsequently, it is planned to teach all children from the age of 6 only in schools provided--I will stress once again--proper conditions are created.

/Question/ The forthcoming reform is aimed at a fundamental improvement in the quality of knowledge...

/Answer/ The draft of the reform of the CPSU Central Committee most clearly sets the task of improving the quality of training and education and of ensuring a firm mastery of scientific principles. There are many shortcomings in this. Formalism in the evaluation of the results of the teacher's labor, excessive regulation of his activity and lack of respect for the teacher's experience in some schools are the main reasons. Where the teaching collective works creatively and where it knows how to find a creative approach to every student, the results are good. I will mention here primarily the capital's model schools, which have not only won this title, but have also confirmed their right to it for more than 6 years. These are schools Nos 171, 331, 370 and 889.

I would like to stress that Moscow's teachers are distinguished by a profound creative approach to the solution of public education problems. Many initiatives contributing to a rise in the level of educational and training work originated in Moscow. They include "Model Schools for the Model Communist City" and "Every Schoolchild Must Be Taught To Study, Live and Work in a Communist Way." I mentioned four model schools. In all, there are 85 model public educational institutions in Moscow. A great deal of what has been done in Moscow and what has been proposed by Moscow teachers has been included in the draft of the CPSU Central Committee on the school reform. Now our ministry is examining in detail the proposals received from the capital's public education workers. It seems to me, for example, that the proposal on holding examinations in fifth to eighth grades deserves attention. To avoid students' overloading, examinations should be conducted in no more than two or three subjects.

/Question/ Many people express the opinion that in the interest of improving the quality of knowledge it is useful to introduce entrance examinations in tenth grades...

/Answer/ This is hardly advisable. Whom will the school examine in this case? Pupils who studied in school 9 years? It should be a matter of training students well for a conscientious choice of ways of continuing education during these years.

/Question/ In the system of measures for an improvement in the quality of the educational and training process a leading place is assigned to the communist education of students, whose unshakeable basis is the formation of the Marxist-Leninist world outlook.

/Answer/ The draft of the CPSU Central Committee determines the content of school activity and the role of every subject in the accomplishment of this major task. The role of the subjects of the group of social sciences and the humanities rises especially. The teaching of the latter should intelligently uncover the patterns in the revolutionary renewal of the world and the Soviet way of life to students and convincingly show the historical doom of capitalism, its reactionary antipopular essence and inevitable victory of the

ideas of communism. The formation of a conscious citizen with firm communist convictions, as envisaged in the draft of the reform of the CPSU Central Committee, should be considered of paramount importance in ideological and political education. All the elements of the educational and training process and the entire social school life should work for this.

/Question/ Readers are interested in the following: Will we have schools with an in-depth study of certain subjects?

/Answer/ Schools with an in-depth study of the principles of industrial production, chemistry, physics and mathematics have won popularity. There are many proposals on these problems. They will be examined.

/Question/ To be sure, you have noticed that both in newspaper publications and during various oral discussions of the draft many complaints against the Academy of Pedagogical Sciences are expressed.

/Answer/ Yes, many. The reform's implementation places great demands on pedagogical science, which still lags considerably behind urgent school needs. The development of good textbooks and methodological guides and of fundamental works on problems of school development and the great research orientation toward schools and toward an overall improvement in the educational and training process--this is what our schools and teachers expect from science.

/Question/ We have begun our discussion with the elementary school. But, according to the reform, education will be completed with the acquisition of a certificate of secondary education, as well as with the mastery of an occupation. Schools will make a much greater contribution to the vocational training of students. In the conclusion of our talk I would like to know what you can say about this.

/Answer/ Labor training at the senior stage is connected with the mastery of mass occupations needed for material production and the nonproductive sphere. This will be the further development and realization of Leninist ideas on the unified labor and polytechnical school. Moscow also sets the tone here. More than 1,000 industrial enterprises, construction and transport organizations and trade and domestic enterprises in the capital are the base ones for city schools. The role of base enterprises in the improvement in the educational and training process will grow. We must agree with those that propose that the duties of base enterprises with respect to schools should be determined legislatively.

The general educational and vocational school reform is dictated by the urgent tasks of improvement in the entire cause of youth education and its political, labor and moral training in accordance with the needs for the development of our society and its long-term goals. This is a major and noble task. Educationalists will apply all their forces and knowledge in order to fulfill it.

EDUCATION

ACTIVE ROLE OF KOMSOMOL IN YOUTH EDUCATION URGED

Moscow KOMSOMOL'SKAYA PRAVDA in Russian 28 Feb 84 p 3

/Interview with L. K. Balyasnaya, RSFSR deputy minister of education, by T. Yakovleva: "Stages in Maturity"; date and place not specified

/Text/ /Question/ Lyubov' Kuz'minichna, what personally seems to you the most important in the draft of the school reform of the CPSU Central Committee?

/Answer/ The fact that all of it is imbued with the idea of formation of a socially active individual. It discusses not only the work of /general educational/ schools, vocational and technical schools and out-of-school institutions, but also our homeland's tomorrow. It is concerned with the generation that will live and work in the 21st century.

The draft of the CPSU Central Committee is a document of a vast ideological and political resonance. Now, when the situation in the world is so complex and disturbing, when the Reagan Administration places Pershings-2 in Europe, our country and our party are adopting a long-term program aimed at the creation of conditions for the formation of a harmoniously developed individual. Not only the signs of the times, but also the traditions of our state, are expressed in this. Please recall Lenin's speech at the Third Komsomol Congress and Lenin's famous GOELRO /State Commission for the Electrification of Russia/ plan. In the draft of the school reform of the CPSU Central Committee there is the same aspiration for the future and the same confidence in it.

/Question/ I was told that, when the discussion of the draft of the CPSU Central Committee began, you, having arrived on a mission to Ivanovo, met not only with workers of public education bodies, teachers and parents, but also requested a special meeting of the school aktiv--Komsomol members and pioneers.

/Answer/ Yes, because I believe that one of the first individuals to whom this document is addressed is the student. The draft of the CPSU Central Committee sets the goal of forming a conscious citizen. It is very important that we, adults, look at the proposed changes in schools with the eyes of the schoolchildren themselves--listen to their opinions, thoughts and remarks. An interested discussion of this major document is a school of civilization for children. Their active participation in the discussion is also important, because this is only the first step. They will also have to participate in

the implementation of the reform. Public education bodies will not be able to solve many problems raised in the draft without the help of school Komsomol and pioneer organizations.

/Question/ It would be good if pedagogues in every school also adhere to such a point of view. Meanwhile, it is not accidental that the draft of the CPSU Central Committee states: Petty tutelage in the guidance of school Komsomol organizations must be prevented. Often the editorial department receives letters stating that the teacher dictates who should and should not be admitted into the Komsomol, who should be selected as a Komsomol organizer and what should be written in the character reference... Usually, when children complain about excessive tutelage, they are told: You yourselves are to blame, you yourselves are unable to demonstrate your maturity and independence. This is correct, but only in part. In practice, the activity and independence of the Komsomol organization in school really depends very often on the position of pedagogues. What does the ministry do to prevent this "petty tutelage" hampering the development of the independence and activity of Komsomol members in school?

/Answer/ There are many pedagogical collectives, for which it has become a tradition to see in Komsomol members like-minded persons and assistants. They do everything jointly: They develop plans for educational work together, organize it together and analyze the results together. However, it is impossible to say that this situation exists everywhere. Indeed, the cases you discuss take place. The ministry adopted many documents and recommendations on this score. Apparently, both we and public education bodies in the localities must more decisively exercise control over the execution of these decisions.

However, this is only one aspect of the problem. Often the roots go back to the teacher's lack of readiness, so to speak, to accept these decisions. This is not his fault, but a misfortune. Did the teacher himself have the good fortune to get training in social activity during his years as a pupil? To acquire skills and know-how for organizational activity in pioneer and Komsomol organizations? By no means everyone gets such training. This is where the sources of the teachers' present errors with respect to the school Komsomol often lie--in their childhood and school youth. This gap is not always filled in by them later, during their student years. I am convinced that it is necessary to pay closer attention to the formation of skills for social work in the future teacher during his school and student years. Both in higher educational institutions and in the system for improvement of teachers' skills they should also acquire more thorough knowledge of age psychology and of the methods of educational activity in and out of school and the ability to organize educational work on the basis of the independence of pioneer and Komsomol organizations.

/Question/ You say: "in and out of school." The principle of unity and succession of educational work during study and nonstudy time permeates the entire document on the school reform. As a matter of fact, the entire system of public education, which includes schools, extended-day groups, out-of-school institutions and work at places of residence, is built in it. It stresses

that Komsomol committees should play a more active role in the organization of all this work. In what do you see their assistance to public education bodies in this respect?

/Answer/ In the Russian Federation alone there are more than 35,000 various out-of-school institutions, that is, palaces and houses of pioneers, stations of young technicians and naturalists and clubs at places of residence. The task is to more fully utilize their base, premises and staffs. The experience of Belgorod, Gorkiy and Lipetsk oblasts and of the Udmurt and Tatar ASSR, where out-of-school institutions "step out" beyond their own walls and establish circles and affiliates directly at schools and places of residence, is promising. However, I would say that to involve as many children as possible in circles, activities according to their interests and clubs is a minimum task. It is important to strengthen their educational effect on the formation of moral ideals, ideological and political convictions and a labor attitude toward life. It seems that the methods that we recommend in teaching work, which stir up thoughts, stimulate research and develop independence, that is, disputes and discussions, should be developed more here. There should be more practical activities in which children acquire specific skills and know-how.

It is very important that, at the same time, qualities of public workers be formed in them. In the RSFSR there are more than 2,000 children's and juvenile sports schools, where 1.5 million children study. But, it must be confessed, only a few of them become organizers of sports work in their schools, help to establish sports sections, organize work on passing examinations for GTO /Ready for Labor and Defense/ and conduct physical activity breaks. How many children study in music schools and what return do "their" schools have from this? Of course, this is an omission on the part of the teacher, who often views such activities as an exclusively "private" matter of the pupil, as well as of the Komsomol organization!

/Question/ Perhaps, however, it is also a question of a lack of free time among these children?

/Answer/ I don't think so, rather it is a question of their inner aim. Although, of course, their day is more packed. But here is an example. When you say that the school Komsomol organization should occupy a more active position with regard to schools and extended-day groups, sometimes you hear: Where should seniors take time for this? However, in the 52nd school in Penza Komsomol members consider the work in extended-day groups not only important, but also prestigious. They help children in the preparation of lessons, discuss new books with them, organize games and hold sports hours daily. To their detriment? By no means! The best way to maturity and self-education is to be in the position of an educator.

The educational possibilities of schools and extended-day groups would be much greater if pedagogical detachments more actively came to the aid of the teacher and schoolchildren--Komsomol members. We would like more young men to come. They would help to make up for such an acutely felt shortage of male influence in children's education.

At the enterprises and institutions where Komsomol patrons work, as a rule, there are schools for the young soldier, sections for the protection of monuments and societies of book lovers. Why should they not involve the school-children under their wardship in work?

/Question/ Recently, one of the letters to the editors contained the following words: "staircase children"--adolescents, for whom staircases and doorways are constant places of social life. They are not allowed on the varnished parquet floors at home, they have outgrown houses of pioneers and, moreover, it is not a fact that, even when they were younger, they went there. Circles at housing operation offices? There are not so many of them and frequently they are designed for younger children--not adolescents--and more often for girls than for boys. Probably, when in the draft reform we read about the need to fundamentally improve work at places of residence, we should also give thought to these so-called "staircase children" and their fate.

/Answer/ Absolutely. As one senior told me: "They don't read Mayakovskiy in doorways. Nor do they drink champagne. They drink something else in glasses here. And they demonstrate the fact that they belong to the male race in other ways." Of course, we cannot but be alarmed by these adolescents. And this standing on staircase areas and in doorways--sometimes by no means harmless!--is, in part, due to the fact that, unfortunately, the forms of school work often are mechanically transferred to work at places of residence. Sometimes we proceed from abstract, traditional structures, forgetting real relations and realistically formed contacts. For example, some children, whose behavior worried pedagogues, left school. And they breathe with relief: There is no longer a bad influence! In fact, children do not have contact with these adolescents in school, but at home, in the yard and on the notorious staircase they socialize with them as before. To close one's eyes to this--is it not to hide the head under the wing, as the saying goes? Is it correct that the /general educational/ school cares only for "its" adolescents and the vocational and technical school, for "its" adolescents? It is more sensible, when organizing work at places of residence, to unify their efforts, also including out-of-school institutions in this alliance.

I think that the system of individual patronage over adolescents requiring close pedagogical attention should be changed fundamentally. Usually, a Komsomol member, who works in the rayon where the "difficult" adolescent lives, is appointed as a patron. But the patron himself can live at the other end of the city. What form does this patronage take? Occasional meetings and moralizing talks. This does not provide an effect. In fact, the patron knows the adolescent under his wardship from brief talks with him and from the character reference officially given to him. The adolescent has a very vague idea of his patron; he is a version of the teacher for him, a person charged with the duty of putting him on the right path. They have no area for communication and they do not see each other in action, in activity. I believe that it would be much more useful if both the patron and the adolescent under his wardship live next to each other, in the same neighborhood. Not talks during especially allotted hours, but jointly organized leisure, jointly organized life--a ski trip, participation in unpaid mass work and so forth--this is what can truly educate him.

I admit that sometimes during unpaid mass work I don't know where to look out of shame when I see that pensioners, grandmothers, grandfathers, fathers and mothers work in the yard near the house, while, at the same time, grown-up children are busy with their activities and sometimes are simply idle.

Work with people according to ages leads to the separation of children and adults. The organization of joint vital activity of the old and young, of common leisure and of common labor--parents and children, Komsomol members and younger children--gives great success.

I would like to especially discuss the attention to younger children. The sources of many troubles, which manifest themselves later, lie in childhood. For example, it has been noted that among adolescents who have committed offences in the seventh or eighth grades there are hardly any children engaged in circles. At the same time, we have often recommended that out-of-school institutions pay attention to this age. What is the matter? They join a certain circle, but soon begin to feel here out of place, as they did before in school. They have no formed interest, as their friends in the circle do, nor assiduity, nor ability to work... However, whereas they are compelled to go to school, no matter how uncomfortable they are here, the circle is voluntary. Why should they voluntarily be doomed again to the last roles? And they leave for the same staircase and the same doorway. That is why it is important to fascinate and interest the child as early as possible. That is why younger children need so much patrons who are seniors. I have already discussed the benefit of this for the seniors themselves. Among other things, this gives younger children a sense of protection. After all, not everyone has an older brother. The lack of a sense of protection has a damaging effect on the child's formation.

In other words, in my opinion, the formation of the culture of relations between children and adults and the expansion of their sphere of communication, interested communication helping us to develop a citizen from the small person, are now the main directions in the work at places of residence.

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EDUCATION

RESEARCH AT SCIENTIFIC RESEARCH INSTITUTE OF SCHOOLS DESCRIBED

Moscow MOSKOVSKAYA PRAVDA in Russian 28 Feb 84 p 2

/Article by V. Krivosheyev, director of the Scientific Research Institute of Schools of the RSFSR Ministry of Education: "To Reach Everyone"/

/Text/ The need to work out specific problems set forth in the draft of the CPSU Central Committee arises especially acutely now, on the threshold of the reform in public education. In particular, this important document envisages the beginning of children's education at the age of 6. Apparently, to many people this decision seems unexpected, because not all of them know that vast work by specialists--pedagogues, psychologists, physicians and scientists--has preceded it. On the basis of research conducted for several years they have reached the unanimous opinion that the age of 6 is the most favorable for the beginning of school education.

An experiment confirming the correctness of this conclusion was needed. Our institute's scientists embarked on it in the 1981/82 school year. New textbooks "Azbuka" /Alphabet/, "Propisi" /Samples of Writing/, "Matematika" /Mathematics/, "Russkiy yazyk" /Russian Language/ and others were developed for students of experimental classes and a number of methodological aids, for teachers. Instruction was given according to an especially developed program for preparatory groups of preschool institutions and preparatory and first to third grades of general educational schools.

The experiment has now entered the concluding phase. However, before putting all 6-year olds at desks, it is necessary to solve a number of problems. We have already begun to correct curriculums on the basis of experimental data and to improve programs and textbooks. We are working on no less important a problem, that is, how to plan the second half of the day for 6-year olds? How to organize children's rest, with what to equip game rooms and, finally, how to better train pedagogical personnel for work with such an audience? After all, 6-year olds, owing to their age characteristics, require heightened attention and special concern. Therefore, the length of a lesson in the preparatory grade is only 35 minutes and the school year is 3 weeks shorter.

The experiment was conducted under the conditions of a 5-day instruction week. New instruction programs and plans based on a 6-day week are now being developed, which will make it possible to pay more attention to educational, ideological-political and esthetic work and to children's physical and labor education.

A firm foundation for a scientific world outlook is established primarily by subjects in the group of social sciences and the humanities. Taking into consideration the increased demands on schools, the institute collective has developed a set of measures ensuring the further improvement in work on ideological-political and moral-legal education. However, there are still unsolved problems here. Perhaps it is time to seriously talk about a more profound study of labor law by schoolchildren. The study material should uncover the importance of legal regulation of labor relations under socialism as fully as possible and guide tomorrow's young workers toward the observance of a high labor and performance discipline.

The draft of the school reform of the CPSU Central Committee very timely raises the problem of the need for the teaching of subjects of the esthetic group by skilled specialists. One would wish that, when the draft is further worked out, the following proposal be taken into consideration: The teaching of the indicated subjects in elementary schools, where, as is well known, all lessons are still conducted by the same teacher, should also be transferred to specialists.

Practice shows that the experience accumulated by pedagogical science is more and more reflected in school life and in the constant improvement in the entire system of public education. At the same time, schools, as never before, now acutely need specific research and recommendations. What is the matter here?

A partial answer to this question can be found in the existing practical work of pedagogical higher educational institutions. To be sure, their graduates should possess a big creative potential and be well-familiar with the achievements of advanced pedagogical science, even if in the field of their direct specialization. Meanwhile, psychological-pedagogical and methodological departments do not yet always guide students sufficiently toward a profound assimilation of modern forms and methods of pedagogical effect on pupils and poorly familiarize them with new experimental scientific and methodological materials.

Drawing talented teachers, especially youth, into research is an important and serious problem on the path of introduction of science into school practice. This cooperation can have many aspects. We would like teachers to take a more active part in the preparation for and performance of our experiments, in the development of new teaching and methodological aids and recommendations and so forth.

Today scientists, psychologists and methodological experts come more and more often to schools. They talk with teachers, analyze the essence of complex training and educational problems and study positive experience. The first step has been taken, but life confirms the need for an even closer creative contact.

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EDUCATION

PROBLEMS IN DEFINITION OF TEACHERS' WORK TIME DISCUSSED

Moscow SOVETSKAYA ROSSIYA in Russian 28 Feb 84 p 2

[Article by L. Kolesnikov, secretary of the Novosibirsk Oblast Party Committee, professor: "The Day Is Short for the Teacher"]

[Text] "All the conditions necessary for constant self-education and improvement should be created for the teacher..."

(From the draft of the CPSU Central Committee "Basic Directions in the General Educational and Vocational School Reform").

Whatever new tasks may confront schools, the teacher was and remains the basic figure in school affairs. As stated in the important party document, which is being discussed with interest in all labor collectives, "a successful solution of complex problems of training and education of youth depends to a decisive degree on the teacher and his ideological convictions, occupational skills, erudition and culture." He plays the most responsible part in the ideological-moral, class and labor education of youth. As noted at the June (1983) Plenum of the CPSU Central Committee, the sources of many civic qualities and knowledge that have served man for many years are inseparably connected with the work of schoolteachers and, in turn, its efficiency is determined to a decisive degree by the quality of their labor. This labor is complex and many-sided. In my opinion, all the attempts to solve school problems without a careful study of its specific nature are doomed to failure.

It seems to me that many special pedagogical and psychological investigations sin with their functional approach to problems, which initially contain a whole set of tasks. There are individual interesting investigations on esthetic, moral and labor education, but it is difficult to imagine that one teacher can realize these interesting ideas in the real practice of his work. The investigations do not take into consideration the most important parameter--the amount of time that the teacher must spend on a specific matter.

Let us try to clarify this problem. We will begin with the attitude toward the common prejudice connected with the teacher's labor: "Pedagogical labor does not lend itself to a precise calculation. A good teacher works as much as his job requires." Hence the idea of the inapplicability of economic

approaches to the study of the teacher's labor. If this is the case, the very formulation of the problem of its scientific organization becomes meaningless. However, the science of it persistently knocks at the school door. The scientific organization of pedagogical labor envisages a whole set of measures, where along with the study and regulation of organizational forms the search for and introduction of the most efficient methods of training become problem No 1.

Nowadays the broad public is intensely discussing pedagogical problems. The fact that the demands on the teacher have increased sharply in the last decades is indisputable. At the same time, everyone knows what the teacher must do, but few imagine under what conditions and during what time he realistically can do what he should. In other words, for the time being one can only dream about a scientifically substantiated organization of the teacher's labor.

An international investigation of the breakdown of the time of the urban population in 11 socialist and capitalist countries was conducted two decades ago. It was based on a method developed by the Institute of Economics and Organization of Industrial Production of the Siberian Department of the USSR Academy of Sciences. The results of this investigation have shown that the problem of the work time is closely connected with such categories as nonwork and free time. With respect to pedagogical labor the connection of these categories reveals a certain psychological strain. In fact, the young teacher, who lands a job in the interior of the country, conflicts with the school administration and the local committee, demonstrating that a trip to the oblast center during vacation and a visit to the academic library and theaters are not merely pastimes, but a necessary part of vocational training and that the efficiency of his labor today largely depends on how adequate and meaningful his leisure will be.

In Siberia investigations of the breakdown of the teacher's time are conducted on a voluntary basis by a special laboratory established at the suggestion of the division of science of the Novosibirsk Oblast Party Committee, in whose work philosophers, sociologists, economists, mathematicians, psychologists, historians and legal experts participate. At the very beginning investigators have encountered many serious difficulties caused by the specific nature of the teacher's labor. In fact, should the definition of work time characteristic for most occupations, that is, work time is the entire time during which a person is at his job, be applied to the teacher? Or, perhaps, the time spent in school is only the visible part of the "iceberg"?

The efficiency of this visible part is determined by the way in which the teacher prepares himself for lessons, for individual talks and for the class hour. The following seemingly paradoxical phenomenon was not revealed accidentally: With the accumulation of pedagogical experience and with the acquisition of a length of service the time for the preparation for lessons is not decreased, but, conversely, has a tendency toward an increase. This is the kind of profession it is: Skills do not save efforts, but, conversely, presuppose their increase.

According to our definition, the teacher's work time is the time spent on all types of work with children, on meetings and talks with parents, on the compilation of methodological materials and on the preparation for all school and out-of-school work. This is the time of classes, circles and preparation for lessons. We have also allotted nonwork time, in which we have included various types of housework, care of children and so forth.

A curious pattern was revealed in the course of this investigation. Since, in our opinion, the definition of the daily breakdown of time is the most acceptable method of studying the expenditures of the teacher's time, which means that the teacher has become the investigator and recorder of time, the possibility of involving the teacher himself in the fight for a careful attitude toward work time has opened up. Wide masses of teachers, compiling a self-photograph of time, have obtained a distinctive method of managing their vital activity and are in a situation in which they are able to critically analyze the use of their work time. Filling a questionnaire, teachers seemingly give an evaluation of the efficiency of their labor, search for the possibility of raising the level of its organization and are graphically convinced of the need to eliminate the accidental and superfluous in their labor.

Thus, the teacher's work time consists of two parts, that is, of the time during which lessons are conducted--the standardized, constantly controlled part--and of the time of the nonstandardized and directly uncontrolled part. Here is the main stumbling block for researchers: What is the norm of pedagogical labor? It turns out that the norm established by the People's Commissariat of Labor and the RSFSR People's Commissariat of Education at the end of the 1920's is now in effect. A total of 18 instruction hours per week are assigned to the teacher-specialist and 24 hours, to the elementary grade teacher. However, the indicated pedagogical load in pure form is not equal to the total quantity of pedagogical labor, because, in addition to conducting lessons, the preparation for them is assumed. Nevertheless, the idea that pedagogues have a shortened work week is prevalent.

And again a paradox. As compared with 1927 the norm of the instructional load was reduced by 25 to 30 percent by 1967. However, the total time increased to almost 52 hours per week. This tendency has also been noted in other investigations, which concern the country's various regions. This has occurred owing to the abnormal situation, in which to this day the teacher's labor is measured only in the part characterized by the number of conducted lessons. In other words, the big changes in the content of pedagogical labor have not been adequately reflected in its standardization, which has led to the appearance of a number of contradictions. However, this is the subject of the next article.

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EDUCATION

VOCATIONAL TRAINING PROBLEMS IN KAZAKHSTAN DISCUSSED

Moscow EKONOMICHESKAYA GAZETA in Russian No 6, Feb 84 p 15

/Article by V. Mashkunov, chairman of the Kazakh SSR State Committee for Vocational and Technical Education: "To Prepare Labor Successors"

/Text The draft of the school reform of the CPSU Central Committee is a document of a vast political and social resonance and a testimony of the party's constant concern for the growing generation and its moral and labor training. Great responsibility for its realization is placed on the entire system of vocational and technical education.

A total of 250,000 children now study in almost 500 schools in the Kazakh SSR. In 1983 more than 183,000 skilled workers were sent to enterprises in various sectors of the national economy. However, on the basis of the republic's needs, obviously, this number is still insufficient.

The draft of the CPSU Central Committee envisages an increase in the number and proportion of graduates of incomplete secondary schools entering secondary vocational and technical schools over a long-term period and, therefore, the problem of strengthening the material base of schools is especially acute.

The board of the republic's State Committee for Vocational and Technical Education and oblast administrations have placed the course of construction of educational projects under their control. Joint meetings with boards of leading construction ministries are held. However, even the capital investments allocated for these purposes are utilized in our republic only 60 to 70 percent.

Therefore, it would be advisable in point 36 of the draft, after the words "... ministries and departments should increase capital investments for the development of a network of secondary vocational and technical schools," to add the following: And to ensure the prompt commissioning and quality construction of vocational and technical educational projects in accordance with the state national economic plan.

The replenishment of the pool of agricultural machines, machine tool equipment and construction yards for the vocational training of students remains an important problem for us.

Last year alone about 300 tractors, 120 grain combines and about 100 trucks were purchased with the funds of the republic's State Committee for Vocational and Technical Education. However, the provision with agricultural equipment in many vocational and technical schools still remains much below the norm.

Labor collectives can provide considerable assistance in the renovation of the material base of schools. The draft aims at the activation of relations between educational institutions and industrial enterprises. Joint overall plans of vocational and technical schools and basic enterprises for improving the training of young workers and for outfitting the material base of vocational training have become more and more widespread in a number of oblasts in our republic, such as Iselinograd and Taldy-Kurgan oblasts, recently. These plans envisage specific measures for the replacement of equipment and the allocation of work places for production practice.

The problem of training experienced and skilled personnel called upon to ensure an improvement in the quality of instruction and in the ideological-political education of workers is no less important for the organization of a sound educational process.

More than 2,000 instructors in the republic's system of vocational and technical education annually improve their skills at the base of the affiliates of the All-Union Institute for Improvement in the Skills of Workers in Vocational and Technical Education. However, it cannot be considered normal that among the engineering and pedagogical workers of the system of Kazakhstan's State Committee for Vocational and Technical Education only 84 percent have higher specialized education and among on-the-job masters only 80 percent have secondary specialized education.

Measures are now taken to staff schools with graduates of higher educational institution and tekhnikums and with the best production workers at basic enterprises. However, work on personnel retention is hampered in large measure by the shortage of housing for school workers. In Kazakhstan at present more than 3,000 young specialists are not provided with housing. Therefore, the section of the draft on the basic enterprise should reflect the problem of a regular allocation of housing for schools under its patronage. The allocation of housing for the system of vocational and technical education along the line of local soviets should also be legalized.

Improvement in the quality of industrial training so that young workers may more actively apply the skills acquired in schools in their daily production activity is one of the serious tasks set in the document before the system of vocational and technical education. The rise in the role of students' production practice contributes to this to a significant extent. In the republic there are many rural vocational and technical schools. Therefore, we try as extensively as possible to utilize the capabilities of educational farms, where children get labor training and learn to love and value land. A total of 127,700 tons of grain, 1,708 tons of meat and about 2,000 tons of milk were produced on Kazakhstan's educational farms during the last 3 years.

Many provisions of the draft of the CPSU Central Committee are now being adopted for the purpose of improving the quality and efficiency of training of future workers. There is no doubt that the implementation of the reform will make it possible to raise vocational and technical education to a qualitatively new level.

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EDUCATION

READERS' SUGGESTIONS ON DRAFT OF SCHOOL REFORM PRESENTED

Moscow IZVESTIYA in Russian 13 Mar 84 p 1

/Article by the division of schools and higher educational institutions of IZVESTIYA: "On the Draft of the School Reform"

/Text There is nothing surprising in the fact that letters from rural teachers constitute a significant part of the vast mail received by the editorial department in connection with the discussion of the draft of the general educational and vocational school reform. Problems connected with the implementation of the basic provisions of the reform in rural schools, especially in out-of-the way schools, which are still small, are reflected in their own way. On the one hand, the points of the draft, where labor education and guidance toward workers occupations are discussed, are problems solved to a greater extent for rural schools than for urban schools. Every spring our editorial department encounters complaints by parents and graduates of eighth grades of rural schools in connection with the fact that documents are not issued to them and they are almost forced to continue education in general educational schools.

The striving for earlier professionalization and for an earlier social formation is traditional for rural areas and problems of labor education are solved here much better.

However, we cannot disregard the doubts expressed in the letters by N. Zayats and Ya. Litvin from Kiev Oblast. As a rule, vocational and technical schools are located in rayon centers. This means that 14- to 15-year old adolescents, first, actually get out of parental control, but, what is most important, rural vocational and technical schools, of course, cannot offer occupations meeting the tastes of every graduate of 8-year (in the future, 9-year) schools.

This is a serious consideration. It calls for just as serious an approach to the guidance of rural schoolchildren toward the occupations that are really needed and that can be really mastered in a specific rayon. The experience shared by Yu. Plavan, director of the Alimbetov Rural Vocational and Technical School-3 in Aktyubinsk Oblast, is an example of such an approach. For a number of years the training of schoolchildren has been carried out at the base and with the pedagogical efforts of the rural vocational and technical school. Thus, during graduation assemblies children receive both certificates of secondary education (the school director presents them) and certificates of tractor operators of the third category (presented by the director of the rural

vocational and technical school). Such joint (not in word, but in deed) work of the secondary school, of the vocational and technical school and of the farm gives, in the opinion of the author's letter, very appreciable results. We should look closely at this experience and listen to this opinion.

We should also listen to the opinion of V. Kobzar', instructor at the Kherson Pedagogical Institute. His students are mainly graduates of rural schools. The deficiencies and omissions in their preparation for training in higher schools are especially noticeable here. Hence the conviction that this deficiency can be made up for by means of specialized "interest" classes established where there are conditions for this and making it possible to gather children manifesting increased abilities for a specific subject in these classes. For city schools this idea is not new--such classes and whole schools exist. With regard to rural schools, apparently, it is necessary to study the author's proposal in connection with specialized boarding schools for rural schoolchildren of the senior link in oblast centers.

Of course, lowering the threshold of training is one of the most acute problems. It is solved in a more difficult way in rural areas than in urban areas. The percent of children's involvement in preschool institutions is lower here and it is difficult to count on the possibility of their mastery of the first grade program under the conditions of kindergartens. This means, schools, mostly small ones. This means that it will be necessary to think even more about the organization of the transportation of children to and from schools (today for 7-year children the permissible limit is 3 kilometers--for 6-year olds this is a great deal), about the creation of conditions for their daily sleep and, finally, about a significant improvement in the organization of breakfasts and lunches, about which teacher Kh. Ovezov from Takhtinskiy Rayon in the Turkmen SSR writes correctly.

The smaller the child, the more difficult it is to teach him. This is a well-known truth. It is not accidental that the draft of the reform discusses with such a definiteness the need to maximally improve the skills of pedagogues. "Let the best people be teachers"--who of us does not dream about this. To be sure, this dream inspired Leningrad telejournalists, when they made the documentary film "Six Lessons With Five Breaks." It raised question No 1--who will teach children under the new conditions?

Who, for example, realizes the provision of the reform, where the optional course is considered the leading form of satisfaction of the schoolchild's scientific interests? How not to share the fears of N. Alekseyenko, head of the school library from Zhitkovichskiy Rayon in Gomel' Oblast, who says quite correctly: "In order that this provision may be implemented, the optional course must be transformed neither into additional classes for lagging students, nor into an obligatory lessons for all, nor should the hours allocated for it be utilized for affairs that are important, but not connected with science, as is done now."

Today (this is by no means a secret) optional hours in rural schools become hours allocated for the participation of schoolchildren in agricultural work. In itself this is natural and, moreover, necessary, because without the realization of his own contribution to the harvest--the end result of peasant

labor--a true farmer will not develop. However, the authors of letters, who insist on a strict regulation of the degree and measure of such participation in the new school law so that labor on land is not set against labor behind the desk and never does damage to it, are right.

Rural schools are already supplied with instructional equipment no worse than urban schools. Movie projectors and television sets, including color ones, are almost everywhere. The complaints about film renting and television made by language and literature teacher L. Karaseva from Dnepropetrovsk Oblast, who responded to the interview with composer Tikhon Khrennikov published in IZVESTIYA, are especially serious. "How can I show the opera films 'Yevgeniy Onegin' and 'The Queen of Spades' to children if, to all my requests, film libraries answer that these tapes have been destroyed, because the period of their suitability has ended? And what about television? How many years have passed since the showing of the opera film 'Mozart and Salieri'?" asks the letter's author. All these questions are not vain.

However, we will state with all definiteness: No matter how well movie renting may operate, no matter how the content of educational television programs may be improved, the school problem, as already stated, is the teacher's problem. It is not accidental that A. Logunov from Inzenskiy Rayon, Ulyanovsk Oblast, proposes that all the provisions connected with the teacher's status, especially the rural teacher, be formulated as specifically as possible, that his privileges be enumerated directly and that everything that concerns teachers' certification and their course retraining be defined more precisely (about which M. Velichkom from Poltava Oblast writes).

"In order that the prestige of the teaching profession may be as high as this is stated in the draft, we must clearly show to those who are just choosing their path all the measure of respect both for present pedagogues and for those who have already worked for many years and retired on pensions," S. Soblelev and N. Chenok from Chernigov Oblast write, making a number of specific suggestions connected with an improvement in the conditions of teachers' labor.

It is necessary to more carefully study the experience of rural rayons and schools, where among the teachers one-half are men (as in Pavlogradskiy Rayon in Dnepropetrovsk Oblast). It is necessary to see how, in what way, this natural balance is attained, a balance important for any school, but especially important for rural schools, in whose life labor, modern mechanized labor, occupies such an important place.

The discussion of the draft of the reform is continuing. Its course, passion and interest once again confirm the thought expressed in the preamble of the draft: "This is a matter of great importance affecting the interests of every family and of the entire Soviet nation."

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EDUCATION

WORK OF STUDENT PRODUCTION BRIGADES IN KIRGHIZ SSR PRAISED

Moscow SEL'SKAYA ZHIZN' in Russian 14 Mar 84 p 3

/Article by M. Bazarkulov, Kirghiz SSR minister of education: "Toward True Labor"

/Text The pedagogical community, as well as all Kirghizia's workers, is discussing with great interest the draft of the CPSU Central Committee "Basic Directions in the General Educational and Vocational School Reform." It evokes warm responses, which the teachers' conferences in January have also confirmed, because it reflects the urgent problems of development of school and vocational education. School polytechnization creates the possibility for youth to master mass occupations during school years.

In this connection the task of improving the labor education of students, beginning from junior grades, is set quite correctly. It is good that the draft envisages implementing this jointly with basic enterprises. Therefore, the school henceforth becomes a reliable reserve of personnel preparatory to some extent for industrial and agricultural production.

Today it can already be said that, basically, a system of preparation of schoolchildren for labor and life has been formed in the rural schools of our republic. The overwhelming majority of seniors are enlisted in work in the fields and farms of kolkhozes and sovkhoses and in forestry sections. Students in ninth and tenth grades master various agricultural occupations. In the current school year 70 percent of the seniors study automobile engineering, tractors and agricultural machines. The necessary material and technical base of labor education of students has been established in many schools and industrial training combines. For example, special rooms for the study of traffic rules and motor vehicle and tractor designs and rooms for practical laboratory work have been equipped. All this has been and is being done with the participation of kolkhozes, sovkhoses and rayon associations of the State Committee for Supply of Production Equipment for Agriculture.

For the practical application of the acquired occupational knowledge favorable conditions are formed in student production brigades. In the republic there are more than 950 such brigades, consisting of 45,000 students. As practice convinces us, these brigades represent an efficient form of labor, moral and civic education of rural schoolchildren. We have many examples

where Komsomol youth labor collectives are established out of graduates schooled in these brigades. As a rule, these collectives actively join in the labor rhythm of kolkhozes and sovkhozes and rapidly attain good production results. This is explainable. The vocational training acquired in schools has a beneficial effect.

The greatest effect of involvement in productive labor bringing satisfaction is attained in production training brigades, which are cost accounting subdivisions of farms with full rights. This is also understandable. Young men and women are immediately involved in the sphere of labor tasks and concerns, their personal responsibility for the jobs entrusted to them is increased and their management skills are developed. In brief, the problem of labor education and training of schoolchildren for work in agricultural production is solved quite thoroughly. Incidentally, under such conditions of activity of the student production brigade most young men and women after graduation from secondary schools remain to work on their native farms.

I shall cite the following example. On the Druzhba Sovkhoz in Suzakskiy Rayon in Osh Oblast the student production brigade of the Secondary School imeni Michurin is a cost accounting subdivision with equal rights. When it was established in 1958, it included 25 students and last year, already 200. A total of 85 percent of them are schoolchildren in seventh or eighth grades. Ninety-seven hectares of arable land and a full set of tractors and agricultural machines have been assigned to the brigade. The sovkhoz provides the brigade with seeds, fertilizers, fuels, lubricants and spare parts. The brigade is profitable and, recently, its average annual net profit has exceeded 30,000 rubles.

Following the cost accounting assignment and technological maps, students efficiently utilize the possibilities of arable land and promptly and qualitatively perform all work on growing the harvest. It is quite high here. For example, each of the 30 hectares occupied with fodder sugar beets has yielded 450 quintals of roots. An average of 800 quintals of green mass of lucerne per hectare has been grown, which is more than twice as much as determined by the plan.

The secret of success of this collective lies in the fact that its brigade leader V. I. Ustimov, school director L. N. Yatsenko, sovkhoz managers and the parents' committee every day pay attention to the student brigade, helping its members to properly and efficiently engage in the job entrusted to it. It is characteristic that the children themselves take part in the development of technological maps, in the organization of work and in the preparation of the economic calculations of the results of their activity. A careful approach to work is inculcated in them. That is why it is interesting for them to work in the brigade and that is why the success of the collective grows. Now every second sovkhoz worker is a former member of the student production brigade. Some have become specialists and managers. In brief, when the school and basic enterprise jointly and thoughtfully engage in problems connected with the activity of the student production brigade, the task of labor and moral education of students is solved more or less successfully. School graduates enter life, knowing what and how they should do it and join the ranks of labor collectives boldly, without timidity.

I could also mention a number of other school production brigades, which with the support of the farm and school and of their party and Komsomol organizations work successfully. Students acquire labor skills and are engaged in experimental work, helping farms to test the most promising varieties of agricultural crops under local conditions and to select them for production. Personnel for work on fields and farms are trained in these brigades. However, I would like to express the suggestion that agricultural scientific institutions and skilled specialists of the republic and local farms take a more active part in this matter and direct the experimental work of students toward the solution of urgent problems of agricultural production.

Unfortunately, there are many cases when managers of some farms and labor collectives do not take student production brigades seriously and sometimes completely keep aloof from concerns connected with the labor education of the growing generation. This is one of the reasons for the fact that on a number of farms few graduates remain to work in agricultural production. That is why the draft quite correctly proposes the legislative attachment of basic enterprises to schools. This will increase the responsibility of their leaders for the labor future of school graduates and will be an important lever in the training and retention of personnel in rural areas. The same can also be said about promising industrial training combines.

As is well known, an important role is assigned to teachers engaged in the labor education of schoolchildren. It will increase to an ever greater extent. For the time being, however, in our republic more than two-thirds of the on-the-job training instructors and masters do not have the basic education necessary for work with children. It seems that it would be advisable to include in the draft of the school reform the proposal on the training of this personnel in higher educational institutions--agricultural and polytechnical--paying special attention to enriching them with the knowledge of pedagogy and psychology. It is also necessary to envisage measures for retraining this category of school specialists. The point is that the existing system of improvement in their skills organized mainly at the base of industrial and agricultural enterprises, as well as of instructional shops of schools, does not always produce the necessary effect. On-the-job training teachers do not acquire sufficient knowledge of student education. In connection with this, in our opinion, it would be justified to establish specialized laboratories for labor education and vocational guidance of students in institutes for advanced training of teachers. Furthermore, existing monthly courses do not solve all retraining problems. Possibly, it makes sense to examine the problem of increasing the length of course training up to 2 months.

In conclusion we would like once again to stress that, when students, especially in senior grades, master occupations directly in a shop, field and farm and work under the same conditions as labor collectives, feeling personal responsibility for the jobs entrusted to them, the problem of their vocational training and labor education will be solved more rapidly and easily.

EDUCATION

MEASURES TO RAISE PRESTIGE OF SCHOOL DIRECTORS PROPOSED

Moscow SEL'SKAYA ZHIZN' in Russian 18 Mar 84 p 3

/Article by M. Adylov, rector of the Uzbek SSR Central Institute for Advanced Training and Retraining of Teachers: "Who Should Be the Director?"

/Text/ The following question arises ever more often in talks about the school reform: What should the director of a general educational school be like in order to have the right, on the basis of his life experience, actions and ideological and moral qualities, to head its pedagogical council? In my opinion, this is one of the leading reorganizational problems. Today schools are headed by historians, mathematicians, physicists and specialists in literature. And why not by engineers, agronomists, economists or hydromeliorators?!

We realize that the formulation of this question is unusual. However, the tasks set by the draft of the Central Committee are also unusual.

There was a time when specialists with teachers' diplomas predominated among key party, Soviet and administrative workers. They honorably fulfilled their role. Specialists with engineering, economic and agronomic education are now more and more promoted to managerial posts. Time and the interests of the cause have demanded this. Why should we not approach the interests of our general educational school with such a yardstick? For example, mechanical engineers, agronomists, irrigators and experienced party and Soviet workers, who first undergo higher courses for school directors, could head school institutions. In this case there would be no doubt that the combination of studies with labor and life would be more complete, more genuine and richer.

We rightly call the formation of tomorrow's builders of communism the main state affair. If this is so, we must assign the most experienced workers to this section.

Guided by such considerations I propose that the draft be supplemented with a special point or section on the practice of selection, training and disposition of directors of general educational schools.

We must give thought to measures for raising the prestige of the school director. Of course, this prestige is created primarily by the efforts of the director himself and by the support of party and Soviet organizations. However, prestige also arises out of the official's rights. If this is correlated

with the position of the general educational school director, the following can be stated: thousands of duties and few rights. The school director cannot use a single ruble of school funds--the school does not have a bank account or a checkbook. All this is under the authority of the rayon (city) division of public education. The school director does not have the right to hire the necessary pedagogue. The order is within the competence of the rayon (city) division of public education.

It seems to me useful to supplement the draft with the following entry: "To establish a procedure under which every secondary school has a bank account, to which all budget allocations, as well as other funds earmarked for the school, are transferred. The school director has the right to sign bank documents and to distribute credits in accordance with estimate documents."

The teaching of the Russian language in national schools requires a great deal of attention. It seems that its solution lies in an annual distribution of the necessary number of young Russian language teachers for them. The appearance of a Russian teacher--a teacher of the Russian language--in the pedagogical collective of a national school will become a joyous phenomenon for such a school. In recent times such a practice has existed and fully justified itself.

There is another problem--production brigades. At one time they were the beginning of polytechnization of rural schools. However, this important matter has remained at the same level, as though "mothballed," and is not developing. Student brigades have been deprived of stability and continuity. The frequent displacement of production brigade leaders remains a fact. On the basis of the practical experience of rural schools I am convinced that student brigades should be based in fields allocated to schools, precisely schools. They will become cost accounting shops for schools. They should be located in the vicinity of schools, not far away from them. Sowing areas are leased by schools. Schools should have plans for the production and sale of products and their own staff mechanic-brigade leaders, that is, instructors. Kolkhozes or sovkhoses as a state obligation help agrarian school shops with equipment, transport, fuel, fertilizers and so forth. Then the manager, executor and person responsible for the school student brigade will appear and schoolchildren will truly master agricultural occupations.

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EDUCATION

FUNDAMENTAL IMPROVEMENT IN TEACHERS' TRAINING ADVOCATED

Moscow SOVETSKAYA ROSSIYA in Russian 22 Mar 84 p 2

[Article by D. Zabrodin, RSFSR deputy minister of education, professor:
"What Should the Teacher Be Like?"]

[Text] The forthcoming reform should raise school work to a qualitative, new level. The important party document especially stresses that the success of this endeavor largely depends on the teacher's ideological convictions, occupational skills, erudition and culture. That is why right now preparations are made for a serious improvement in the content and organization of the entire training and educational process and a significant revision of curriculums and syllabuses of pedagogical higher educational institutions and schools is envisaged. We want our students to master methods of vocational guidance of schoolchildren and two or three specialties, which are particularly necessary in small schools. Since six-year olds will come to schools, it will be necessary to sharply increase the number of elementary grade teachers in a short time and for this, to revise the existing proportions of admission to higher educational institutions and to accelerate the training of graduates of pedagogical schools on the basis of general secondary education.

Only the teacher that himself is educated, in whom clear ideological and political views are formed and an active life position is developed, if he himself is a citizen and a patriot, can be a good educator in school. Although extensive work on student education is done in pedagogical educational institutions, its efficiency is still insufficient. Every year some graduates "do not reach" the places of destination and cases when students are expelled for breaches of labor and study discipline and norms of behavior are not isolated. These and similar negative phenomena are intolerable.

Of course, the quality of training of future teachers largely depends on the reinforcement that comes to institutes and schools. The experimental goal-oriented admission of youth on the recommendations of pedagogical school councils (it has been in effect at the Moscow State Pedagogical Institute imeni V. I. Lenin and at the Leningrad State Pedagogical Institute imeni A. I. Gertsen for 3 years) has fully justified itself. The young men and women admitted to institutes on school recommendations manifest great interest in studies and persistence in the mastery of occupations and participate with satisfaction in educational work with children. We are introducing the positive experience in the goal-oriented admission to these two leading pedagogical institutes into mass practice.

In our opinion, the school character reference-recommendation of the applicant prepared on the basis of a thorough study and verification of his pedagogical abilities should play a decisive role during admission for studies in pedagogical educational institutions. In turn, however, this requires an increase in the responsibility for the recommendation on the part of the class teacher, school director and pedagogical council. In our opinion, it is necessary to increase the number of grades with in-depth training in a pedagogical specialization. Such classes already exist in a number of secondary schools in Moscow and have been formed in Leningrad, Rostov-on-Don and Kursk, Orenburg and a number of other oblasts. The graduates of these pedagogical classes will not only master the elements of pedagogical activity, but also acquire the occupation of methodological experts in educational work for preschool and out-of-school institutions.

Many quite justified reproaches about the weak psychological-pedagogical, methodological and practical training of graduates of pedagogical higher educational institutions are expressed in the course of discussion of the draft of the CPSU Central Committee. Often they are insufficiently prepared for the organization of educational work in the classroom, for the education of school-children through the media of their subject, for the pedagogical guidance of Komsomol and pioneer class organizations and for work with parents. Young teachers have difficulties in preparing and conducting classes and in the use of intersubject relations and modern visual and technical teaching aids at lessons and do not have the necessary ability to diagnose the causes of failure. Many young specialists are unable to apply theoretical knowledge in the solution of specific pedagogical situations and are poorly familiar with pedagogical and methodological literature, school syllabuses and textbooks in appropriate subjects.

The draft calls for a rise in the level of psychological-pedagogical training, improvement in the organization and content of pedagogical practice and expansion in the teaching of ethics, esthetics, logic, Soviet law and methods of educational work in student collectives. Today the problems of improvement in psychological-pedagogical and methodological training of future teachers is a subject of special close attention on the part of the management and board of the RSFSR Ministry of Education.

In accordance with the board decision an experimental check of curriculums envisaging the training of teachers in the Russian language and literature, biology, foreign languages, music and singing with the additional specialization "educator in methods" is conducted in a number of pedagogical institutes. Measures for an improvement in the psychological-pedagogical training of future teachers through an expansion of appropriate special courses, special seminars and optional courses and a more efficient utilization of faculties of social occupations are also envisaged. Continuous pedagogical practice, including all types of practical training of future teachers during all the years of training, has been organized in a number of pedagogical institutes. To this day, however, it is carried out in an initiative manner without its sufficient legal and financial support.

In the light of the draft of the school reform of the CPSU Central Committee it is necessary to fundamentally improve the vocational-pedagogical direction in the teaching of special disciplines. We must decisively free ourselves from the still existing erroneous views that special departments should equip students only with the knowledge of science itself and instruction in the application of science in school practice is the concern of pedagogical and methodological departments. This leads to the fact that some instructors in pedagogical institutes reading special courses are not familiar with syllabuses and textbooks of secondary schools, do not manifest the necessary interest in the content of education in schools and have an indifferent attitude toward the pedagogical and methodological training of students.

The further improvement in the vocational training of pedagogical personnel largely depends on the scientific elaboration of urgent problems in pedagogical education. Despite a certain revival in scientific research work in this area its level does not yet meet the needs of modern schools. The practical workers of institutes and schools need scientifically substantiated recommendations on the guidance of youth toward pedagogical professions and methods of vocational selection of young men and women for pedagogical higher educational institutions with due regard for their inclinations and abilities. Pedagogical scientists must seriously engage in the development of scientific principles of the content of organizational forms and methods of pedagogical education and pay more attention to the investigation of the problems of secondary pedagogical schools.

The further improvement in the quality of teachers' training envisaged by the decree of the June (1983) Plenum of the CPSU Central Committee and the draft of the school reform of the CPSU Central Committee largely depends on the selection, disposition and education of managerial and scientific-pedagogical personnel in pedagogical educational institutions. Now almost one-half of the instructors in pedagogical institutes have academic degrees and titles. However, they are assigned to institutes and departments in an extremely nonuniform way. Whereas in our leading higher educational institutions (Moscow State Pedagogical Institute imeni V. I. Lenin, Leningrad State Pedagogical Institute imeni A. I. Gertsen, Moscow Oblast Pedagogical Institute imeni N. K. Krupskaya and some others) individuals with academic degrees and titles comprise about 60 percent, in a number of pedagogical institutes in Siberia and the Far East (Kyzyl, Gorno-Altaysk, Blagoveshchensk, Ussuriysk and so forth) they do not exceed even 30 percent. Pedagogical higher educational institutions are "hungry" for highly skilled specialists in physicomathematical disciplines, labor education, ethics, esthetics, foreign languages and physical education.

The RSFSR Ministry of Education envisages some measures to increase the training of scientific-pedagogical personnel in scarce specialties through graduate studies and special attention is paid to a goal-oriented admission of graduate students from pedagogical institutes in Siberia and the Far East.

We are faced with large-scale organizational work. After all, we must accomplish very complex tasks, that is, fundamentally improve the training of future teachers, who will have to implement the noble and humane goals of the reform in practice.

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